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ABSTRACT

This manual is designed to provide school personnel with the information necessary to plan, implement, and evaluate a school-based placement program. Chapters 1-3 introduce the material, discuss the placement program structure, and address manual use. Chapters 4-6 focus on one of the three stages of planning, implementation, and evaluation and are written in outline form. Within chapters 4 (planning) and 6 (evaluation) are found program subgoals, under which are coordinated processes, activities, and resources. Chapter 5 (implementation) is divided into student competencies, under which are coordinated learner outcomes, activities of staff, staff competencies needed, and resources. Resources/forms directly follow the chapter to which they relate. Three appendixes amount to approximately one-third of the manual. Appendix A is a calendar listing all processes and activities in the order in which they appear in the manual. For planning and evaluation processes months of the year are given: for implementation activities, grade level and semesters are given. Appendix B provides examples of how to use the learner outcomes and activities to develop student competency measurement instruments. Appendix C lists all of the resources identified throughout the manual and addresses of distributors and sources of the materials. (YLB)

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THE WEST VIRGINIA PLACEMENT PROGRAM MANUAL

For Planning, Implementing and Evaluating School Placement Programs

Developed by:

Research Coordinating Unit
Marshall University
Huntington, West Virginia

May, 1980

Prepared for:

The West Virginia Department of Education
Bureau of Vocational, Technical, and Adult Education

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U.S. DEPARTMENT OF HEALTH,
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Preface

The needs of students and educators within the schools are in a continuous state of flux. The educational system, being charged with the development and preparation of society's youth, must remain responsive to these ongoing and changing needs. However, some needs remain constant, and warrant the consideration of the schools from year to year and student body to student body.

One of these needs relates to student preparation for the acquisition of employment. Regardless of the school district most students will eventually enter or attempt to enter the work force. The development of students competent to puruse their employment and career goals is a high priority need and issue in the schools and in society in general. In response to this need and for the benefit of students, school staff, administrators, and the community at large, the West Virginia Placement Program Manual has been developed.

The manual was developed for school personnel under the direction of practicing placement coordinators, school counselors, school administrators, and state supervisors. The manual provides the information necessary for a school to plan, implement and evaluate a school-based placement program. Finally, the manual reflects the need for a developmental, longitudinal and instructional approach to student placement which facilitates the acquisition of necessary placement skills by students.

Persons familiar with placement will recognize the ideas and concepts contained within this manual. Persons not so familiar with placement will find the manual very beneficial in the performance of placement related activities. Although not every goal, activity and resource related to placement is included, the manual does provide a foundation on which to build a viable placement program responsive to the needs of students, schools and communities being served.

Acknowledgements

The staff of the Research Coordinating Unit wishes to recognize the professionals who served as the Placement Project Manual Task Force Members. The contributions of those members, individually and as a group resulted in this manual. The knowledge, experience and expertise of the members provided the project staff with insights and information not available from publications. Furthermore, the support and active participation of the members in the development review and revision of the numerous drafts were invaluable to the success of the project. This manual exists because of their dedication to and enthusiasm for the project and their names are recorded as a symbol of the appreciation and thanks due them from the project staff. The Task Force Members were:

Mr. Denver Barnett
Guidance/Job Placement
Randolph County Vocational Technical Center
Rt. 3, Box 246
Elkins, WV 26241

Mr. James C. Carter
Job Placement Coordinator
Arch Moore Vocational-Technical Center
Route 1
Liverpool, WV 25257

Mr. Darel K. Custer
Coordinator, Guidance
Wood County Board of Education
1210 - 13th Street
Parkersburg, WV 26101

Mr. Kenneth Davidson
Job Placement Coordinator
Upshur County Board of Education
P. O. Box 580
Buckhannon, WV 26201

Dr. Edward L. Davis
Supervisor, Distributive Education and
Cooperative Education
Building 6, Room 221-B, Capitol Complex
Charleston, WV 25305

Ms. Barbara Davisson
Guidance/Job Placement
Rt. 318 Box 42-A
Grantsville, WV 26147

Ms. Sadie M. Gilley, Counselor
Logan County Board of Education
East Stratton Street
Logan, WV 25601

Mr. David Groves, Director
Cabell County Board of Education
2800 - 5th Avenue
Huntington, WV 25702

Mr. Charles Keefer, Data Coordinator
Arch Moore Vocational-Technical
and Adult Education Center
Route 1
Liverpool, WV 25257

Mr. Phil O. McClung
Director, Career Planning/Placement
Parkersburg Community College
Route 5, Box 167A
Parkersburg, WV 26101

Ms. Martha McConnell
Counselor, Job Placement Coordinator
Taylor County Vocational Center
Grafton, WV 26354

Dr. William E. Mullett
Coordinator for Student Support Services
Building 6, Capitol Complex
Charleston, WV 25305

Mr. Virgil R. Nunley
Job Placement Coordinator
Kanawha County School
Ben Franklin Career Center
500 28th Street
Dunbar, WV 25064

Ms. Therese Wilson, Executive Secretary
Student Support Services
WV Department of Education
Capitol Complex
Charleston, WV 25305

Acknowledgements (continued)

Ms. Karen R. Zinn
Job Placement Coordinator
Preston County Board of Education
121 East High Street
Kingwood, WV 26537

Project Staff

The Research Coordinating Unit of Marshall University was contracted by the West Virginia Department of Education, Bureau of Vocational Technical and Adult Education to develop a placement manual. The members of the RCU and their relationship to this project are as follows:

Thomas G. Montebell
Project Coordinator
Research and Material Development
Research Coordinating Unit
Marshall University
Huntington, WV

Laura Lantz, Secretary
Manuscript Preparation and Editing
Research Coordinating Unit
Marshall University
Huntington, WV

Connie Harper, Secretary
Manuscript Preparation
Research Coordinating Unit
Marshall University
Huntington, WV

Dr. Roy Thomas, Director
Project Supervisor
Research Coordinating Unit
Marshall University
Huntington, WV

Kristine Standifur, Secretary
Manuscript Preparation and Editing
Research Coordinating Unit
Marshall University
Huntington, WV

TABLE OF CONTENTS

Page

Preface ii

Acknowledgements iii

Project Staff v

Table of Contents vi

Index of Forms ix

CHAPTER 1 INTRODUCTION 1

CHAPTER 2 PLACEMENT PROGRAM STRUCTURE. 5

CHAPTER 3 USING THE MANUAL 8

CHAPTER 4 PLANNING SECTION 11

A. Involving Non-school Personnel 12
B. Conducting Public Relations 14
C. Identifying Employer Needs 15
D. Facilitating Business and Industry Use. 16
E. Identifying Students Needs 17
F. Assisting Students with Placement 18
G. Performing Student Referral 20
H. Identifying Instructional Resources 22
I. Evaluating Career Resource Materials. 23
J. Organizing the Placement Information Center 24
K. Developing Placement Skill Instructional Units. 25
L. Forms. 26

CHAPTER 5 IMPLEMENTATION SECTION 70

A. Environmental Awareness. . . . .

1. Understanding Career Clusters in the DOT and Other Resource Materials. 71
2. Understanding Content, Structure and Organization of the DOT. 73
3. Using the DOT as a Source of Career Information. . 74
4. Understanding the Career Resource Center. 76
5. Using the Career Resource Center. 77
6. Identifying Local Businesses and Occupations. . . . 78
7. Identifying Educational and Training Requirements. 82
8. Identifying Education and Training Opportunities.. 84
9. Selecting Schools and Curricular Tracts. 87
10. Understanding Entrance Requirements 88
11. Understanding Application Procedures. 89
12. Understanding Educational Costs. 90
13. Obtaining Financial Assistance 91

B. Self Awareness

1. Identifying Personal Interests. 92
2. Relating Interests to Career Clusters 93
3. Identifying Aptitudes and Abilities Related to Career Clusters 94
4. Identifying Academic Strengths and Weaknesses . . 96
5. Understanding Aptitude and Achievement Assessment Results. 97
6. Identifying Physical Characteristics and Abilities 98
7. Relating Physical Abilities to the Career Clusters 99
8. Relating Personal Aptitudes and Abilities to Occupations 100
9. Identifying Personal Values 101
10. Relating Personal Values to Work Values 103
11. Relating Personal Values to Occupational Selection 104

C. Interpersonal Skills

1. Understanding Group Processes 106
2. Understanding the Individual Within the Group . . 107
3. Understanding Communications Systems and Techniques. 108
4. Understanding the Use of Personal References. . . 110
5. Obtaining Personal References 111

D. Decision Making

1. Understanding the Decision-Making Process 112
2. Using Decision-Making Skills for:
   a. Identifying Placement Sites Related to Interests 113
   b. Identifying Curriculum Related to Career Goals. 115

E. Job Seeking

1. Understanding Job Seeking Activities. 117
2. Identifying Sources of Job Information 118
3. Obtaining Permits 120
4. Understanding Job Applications 122
5. Preparing for An Interview 123
6. Demonstrating Interview Skills. 124
7. Preparing a Resume. 126
8. Computing Paychecks 128

F. Job Maintenance 129

H. Forms 130

CHAPTER 6 PROGRAM EVALUATION 160

  A. Determining Placement Program Utilization 161
  B. Determining Student Skill Development. 162
  C. Determining Program Effectiveness 163
  D. Determining Employer Satisfaction. 164
  E. Forms 165

APPENDIX A: ACTIVITIES CALENDAR. . . . .

  1. Planning 168
  2. Implementation 188
  3. Evaluation 234

APPENDIX B: DEVELOPING ASSESSMENT INSTRUMENTS. 243

APPENDIX C: RESOURCE LIST 247

SELECTED REFERENCES 252

INDEX OF FORMS

Form	Page
Community Resource Grid	26
Letter for Recruiting Advisory Council Members	27
Letter for Recruiting Consultants	28
Consultant Data Sheet	29
Employer Participation	30
Employer Participation Card	31
News Release	32
Sample Employer Surveys	33
A. Need Survey	34
B. Business and Industry Survey	35
C. Employment Outlook Survey	36
D. Employer Survey Summary	38
E. Industrial Contact Information Sheet	39
Completing the Job Order Form	41
Employer Job Order	42
Job Bank Card	43
Business and Industry File Card	44
Placement Needs Survey	45
Placement Plan	47
High School Information Sheet	49
Teachers Recommendation	50
Placement Office Application	51
Interview Evaluation Checklist	52
Student Job Preparation Checklist	53
Ten Commandments of Job Hunting	54
The Interview and You	55
Resume Outline	56
Sample Resume	57
Student Summary Sheet	59
Student Referral Form	60
Placement Record Calendar	61
Pre-Employment Clinics Appointment Schedule	62
Weekly Activities and Appointments Planning Sheet	63
Placement Department Daily Log	64
Weekly Placement/Follow-up Report	65
Resource Material Index Sheet	66
Program Planning and Evaluation Sheet	67
Program Implementation Sheet	68
Consultants Evaluation (Skill Development Sessions)	69
DOT Sample Worksheet	130
Occupation Requirements and Qualifications	131
Student Exercise in Job Hunting	132
Educational Expenses Worksheet	133
Financial Aid Worksheet	135
Vocational Interest Survey	137
Student Career Profile	138
Student Self-Assessment	141
Starter Statements	145

Student Acedemic Profile Sheet 146
Student Academic Performance Graph 147
Student Self Report-Physical Abilities 148
Worker Values/Personal Values Situations 149
Some Information About Personal References 150
Job Analysis Form 151
Vocational Enrollment Application 153
Letters of Application 154
Sample Letter of Application. 155
Sample Job Application 156
Student Follow-up Report 165
Employer Follow-up Report. 166
Job Placement Summary Sheet 167

The West Virginia Placement Program Manual is designed to assist school personnel with the provision of placement programs and services to students. The contents are developed as interrelated planning, implementation and evaluation sections. Program goals, subgoals, student competencies, processes, activities, staff competencies and resources are identified throughout the manual.

The placement program is concerned with both employment and educational placement. The purpose of a fully implemented program is to develop student skills over a period of time which result in self-placement. Nevertheless, the needs of persons who can provide only the essential placement services on a short-term basis are also addressed by this manual. The strength of the manual is not so much a breakthrough in placement theory but rather a systematic method or providing placement programs and services. Furthermore, the presence or lack of a placement coordinator is not the determining factor regarding program application and utilization. Consequently, this is not intended as a model program to be accepted or rejected by schools but does delineate guidelines and strategies to serve as a reference for personnel who perform placement tasks.

All students benefit from the provision of a placement program. Even though students may not use the services solely for placement, the development of life skills related to the formulation of career plans, and those processes necessary to attain these plans, are relevant for all students. The direct placement of students by the school is but one criteria on which to judge the success or failure of this placement program. Students who participate in the program will be capable of self-placement in either employment or educational situations. The result is student assimilation of placement knowledge and skills that are adaptable to a variety of settings and remain relevant beyond the next assignment, test or grade.

The program is designed to serve various types of schools and students. When used in conjunction with existing pre-vocational and career education programs, the placement skills are easily taught and associated with other experiences and learning activities. Schools with these programs will find that they have methods of providing the services and activities included in this manual. Schools without career education or pre-vocational programs may desire to phase in a placement program. In this manner, the manual may assist school personnel with addressing student educational and job placement needs.

Placement programs based upon this manual can assume many different forms, from extensive developmental and longitudinal programs with full-time staffs to the one person, one month school leavers and graduates only programs. There are few limitations to the options available to the schools as far as the type of program preference. The adoption of a year round, development system of placement services is recommended in order to maximize program effectiveness, but the desired is not always obtainable. However, through the cooperation of the school administrators, staff, students and community at large, a comprehensive program is within the grasp of most, if not all, schools. A certainty is that the placement program can not effectively function if program responsibility is subjected to isolation or turf protection by those staffing the program and conducting the related activities.

The need for cooperation is apparent. Expecting one person to assume total control of and responsibility for all phases of the program is unrealistic. Even in those systems with full-time placement coordinators, teachers, counselors, administrators, and community members provide valuable assistance. Since the program is extended to all students, restricting program services to only vocational or college bound students is inconsistent with the intent of the program and excludes the majority of students enrolled within the schools.

There are methods commonly employed to address placement needs of students. Assigning the placement responsibilities to an in-house counselor without consideration of previously assumed tasks is one popular method of acknowledging without necessarily addressing the need for a placement program. Using vocational instructors to provide placement for students with whom they have little contact or knowledge about may be met with considerable resistance.

Organizing a college or community business day is a popular but limited method of informing students of potential options available to them. However, by utilizing the skills and expertise of existing personnel and incorporating placement activities within the classroom, this proposed program becomes a viable method of serving student placement needs.

In addition to school related concerns, changing occupational patterns also affect placement. Manual labor positions are rapidly diminishing. Service industries are outpacing manufacturing at a much faster rate in the development of job opportunities. The average number of years spent by students in school is increasing. Fewer individuals feel obligated to enter the labor force at the lower level occupations. An increase in the attractiveness of technical and training programs in lieu of a college degree has surfaced as a viable educational option for many students. But the fact remains that the placement of those students is inevitable, no matter which route they choose to prepare for employment.

School based placement programs are not new phenomenons but most programs in the United States are relatively young. Approximately 95% of the existing programs have been operational for less than 15 years. The provision of a district placement program is even less established, with the majority begun since 1970. Of these systems, the primary concern remains job placement with a fairly distinct separation from educational placement. The West Virginia program is designed to fuse both aspects of placement in order to positively impact student development regardless of their career intentions.

This school based placement program does not portend to be "THE" answer for meeting student placement needs. Most persons usually place themselves and are hired as a result of their own initiative, the assistance of a friend or relative, and in some cases, the great equalizer, luck. Even the active placement program may place only 15% of the total student population which they serve. Furthermore, student placement is not independent of surrounding economic and labor market conditions, whether the student desires a first job or additional education. The positive benefits of the program are not related so much by the number of direct student placements as by the development of students who are better prepared to help themselves during and after the transition from a student in an educational setting to an adult in a community and work environment, a goal consistent with established educational principles and practices.

Placement Program Structure

The placement program is developed on a three-stage model. The planning stage, implementation stage, and evaluation stage constitute the individual program components. Although each stage is developed separately, the combination of the three results in the total program approach to placement. The relationship between the stages is reiterated throughout the manual.

The planning and evaluation stages utilize similar formats concerning the presentation of program information. In both instances, a program goal is established; the related subgoals, processes reflective of the subgoals (what to do), activities to effectively perform the processes (how to do), and resources for conducting the activities are identified. Both sections detail specific staff related undertakings for planning and evaluating the placement program.

The implementation stage format varies somewhat from the planning and evaluation stages format. Student competencies and learner outcomes replace the subgoals and processes sections. Activities and resources are again provided but a staff competencies category related to staff members' knowledge and skills necessary to perform the activities is added. The implementation stage resembles a placement curriculum outline. The implementation stage combines instructional, experiential, and counseling strategies in a student centered approach to placement knowledge and skill development.

The planning and evaluation stages are standard procedure in any placement program; the implementation stage may be totally or partially adopted depending upon the comprehensiveness of the program desired by a particular school. Staffing may vary from one school or school system to another; regardless, it is recommended that no one person be assigned exclusive responsibility for the operation of the program. However, a placement coordinator, if employed full time could perform many of the planning and evaluation tasks if provided adequate clerical assistance. Schools and counties are encouraged to adapt the materials to reflect their individual staffing patterns.

The implementation component addresses the student competencies which result in self-placement and self-directed career development. The implementation of the program requires the cooperation of the entire school staff. The acquisition of the student competencies is presented as a longitudinal program rather than a one-day crash course prior to exiting school. Implementation could begin as early as the 7th grade and strong consideration for beginning the program at this time is warranted for a number of reasons.

These reasons are related to such facts as the increase in the average age of students in the middle school and adolescent years; a State-wide student dropout rate of 27%, 70% of whom withdraw before completing the ninth and tenth grades; the high levels of youth unemployment and the tight job market; and the increased emphasis upon teaching placement skills by the educational community. Furthermore, many students begin to work while in school and would have the opportunity to apply these skills during their adolescent years.

While every effort should be made to implement the placement program curriculum on a longitudinal basis, each student should have an opportunity to develop the job seeking, job acquisition, and job maintenance competencies. Potential dropouts and other working age students should receive this training prior to their exit from school. Development of other student competencies contribute to the acquisition of job seeking, acquisition and maintenance skills through the expansion of the students' understanding of their occupational and educational environment; their aptitudes, abilities and perceptions; their ability to work with others; and their skill to make good decisions. The total placement curriculum is designed to develop student competencies which are applicable and adaptable to a variety of life situations related to placement. Again, the emphasis is on preparing students for self-placement rather than on transforming the schools into placement agencies.

The West Virginia Placement Program Manual does not provide an answer to every question or problem associated with student placement. The Manual does delineate the planning, implementation and evaluation aspects of a school based placement program. Infused with other educational programs, the result will be students better prepared to enter into and contribute to their society and community.

Using The Manual

The West Virginia Placement Program Manual is designed for practical application. The manual structure enables information to be easily extracted and utilized. Although not every topic relevant to placement is developed, the basic constructs of any placement program are included. Persons benefiting from the information contained within the manual will range from established placement workers to the newly hired, inexperienced teacher. What a person desires to utilize remains the decision of each individual; however, all materials are considered to be directly related to the provision of school placement programs and services.

When using the manual, a person may wish to begin on page one of the planning section and perform each process and activity listed in the three section. Persons unfamiliar with placement may find this to be the easiest way of providing a placement program; those familiar with placement may find this to be repetitive and unimportant. To insure familiarity with the materials, persons associated with placement should work through the manual. Appropriate utilization of the materials only occurs after content awareness is established.

The manual is written in an outline form for the planning, implementation and evaluation sections of the placement program. The materials are arranged in a suggested order, but need not be performed as sequenced. Additionally, every process and activity need not be conducted nor every learner outcome measured for the goals to be met and student competencies developed. If a person would care to conduct every process and activity or measure each outcome, the resources column identifies related materials. In all instances, user discretion is advised by the manual developers.

The forms included in this manual directly follow the section to which they relate. The page on which they appear is noted in the resource column beside their listing. This appears under the resource column as:

Resources

Type of Form . . (Page Number)

A copy of the form appears in the manual on the page listed. The complete index of forms is provided following the Table of Contents.

In some instances, more than one version of a form is provided. The similar forms appear consecutively. Forms from one section which appear in a different section are not repeated; however, the page on which the form appears is identified for the user's convenience.

The forms may be reproduced and used by the individual schools. Adaptation of the various forms is acceptable and may be necessary in certain instances. Care should be taken to assure that the types of information identified on the forms are included on any alternatives developed by the local schools.

Three appendices appear at the end of the manual. Appendix A serves as a calendar with a listing of all processes and activities in the order in which they appear within the manual. For the planning and evaluation processes, months of the year are given; for the implementation activities, grade level and semesters are given. This may aid with the scheduling of the processes and activities so that they are performed and conducted on a regularly scheduled basis with minimum repetition.

Appendix B provides examples of how to use the learner outcomes and activities to develop student competency measurement instruments. These instruments are administered following the activities and learning experiences and are indicators of how well students have mastered the identified competencies. Because the measurement of the competencies must be tied directly to the instructional content, the development of the instruments is a responsibility of the individual schools. However, the performance of the activities and completion of the worksheets by students may serve as objective measures of student performance.

Appendix C lists all of the resources identified throughout the manual and addresses of distributors and sources of the materials. Many of these resources ar available from the Vocational Curriculum Laboratory at the Cedar Lakes Conference Center in Ripley, West Virginia. Other materials may be purchased from the identified companies.

The bibliography provides selected references used by the project staff and task force in the development of the manual. There are many other placement manuals and kits on the market which compliment the information provided in this manual some of which would blend very well with this particular publication. However, the project staff and task force have extracted, developed and combined what they consider to be the most appropriate materials currently in use and have gone beyond the usual "this is what to do format"; by providing information regarding how to plan, implement and evaluate a school placement program. The materials are thus presented; their application remains dependent upon the practitioners. Good luck in all of your efforts.

PLANNING

Subgoal: To expand the involvement of non-school persons with the placement program.

Processes	Activities	Resources
1. Identify persons who can assist with student placement.	1. Inform employment security, vocational, rehabilitation, private agencies, employers and schools of the placement program and services.	1. Business and industry contacts.
	2. Collect information about persons willing to assist with placement skill development and types of assistance they are willing to provide. (Use a check list related to areas of placement skills.)	2. Craft committees. 3. Placement personnel (school, public).
	3. Develop a role and function statement for a placement advisory committee. (The statement should detail what the committee is to do, its relationship to other committees, limits of authority, and detail specific responsibilities of the committee related to the placement program.	4. School administrators. 5. Parents. 6. Students. 7. Chamber of Commerce.
	4. Identify types of persons who would be beneficial to the functions of an advisory committee.	8. Cooperative education directors. 9. Teachers and vocational instructors.
2. Recruit persons to serve on the advisory committee.	1. Select names of individuals related to types of persons who could contribute to the committee role and function.	10. Community Resource Guide (26)
	2. Prioritize the names of persons within each category.	11. Recruiting Leads a. Advisory Counselors (27) b. School Consultants (28)
	3. Contact persons in each category according to the order of preference by both mail and personal contact. (Visit rather than phone when possible.	12. Employment Participation Card (30-31)
	4. Send copies of role and function statement to contacted persons.	

(See next page)

bgoal: To expand the involvement of non-school persons with the placement program.

Processes	Activities	Resources
	5. Develop tentative schedule of meetings and topics to be addressed as specifically as possible.	
	6. Secure acceptance of the invitation to participate for a predetermined period of time (rotating membership with two or three constant members).	
	7. Conduct introductory activity to familiarize members with one another, the processes and the tasks to be performed.	

Subgoal: To conduct a public relations component related to the placement program.

Processes	Activities	Resources
1. Recognize employers involvement in the placement program.	1. Develop news releases for the media identifying those firms which are actively involved in the placement program. 2. Develop recognition activities (i.e. banquet plaque).	1. News release example form. (32)
2. Publicize the availability of placement services to employers and the community.	1. Phone calls to personnel directors, owners, managers and recruiters. 2. Develop news releases identifying placement services available to employers. 3. Letters to personnel directors, owners, managers and recruiters identifying services available. 4. Tours, open houses, etc. 5. Releases on numbers of students seeking placement and desired placement areas. 6. Appearances before and participation with local Chambers of Commerce, Rotary Clubs, Jaycees, Kiwanis, or other community groups. 7. Publication of graduate follow-up surveys on local residents concerning their place of employment. 8. Develop annual press releases on local community residents (students) educational and occupational plans.	1. Phone conversations. 2. Results of the placement needs survey. 3. Luncheon and dinner presentations by placement personnel. 4. Results of graduate follow-up survey. 5. Developed brochures. 6. Index of schools and training programs. 7. Student career plan records (Jrs. and Srs.) 8. Press releases. 9. Report from student follow-up. 10. Local adult preparation enrollment figures. (by school program.)

Subgoal: To determine local employer needs on a regularly scheduled basis.

Processes	Activities	Resources
1. Develop employer awareness of the importance of a employer needs survey.	1. Prepare memorandums, letters, news releases, etc. and contact local employers about the needs survey. 2. Contact business and industry leaders about the needs survey and invite their direct involvement with the survey process. 3. Announce, prior to the distribution of the survey, the date, format and return deadline for the form(s).	1. Media sources. 2. Community business and industry leaders and representatives. 3. Local business organizations. 4. Flyers, posters, letters, memorandum, phone and personal contact.
2. Contact employers regarding their present and projected employment needs through the employer needs survey.	1. Conduct the employer needs survey using a 1, 3, and 5 year report system. 2. Revise and upgrade information with the current data upon completion of the survey.	1. Sample employer needs survey(s). (33-37) 2. Placement Advisory committee. 3. Student and staff assistance. 4. Administrative support and cooperation. 5. Business and industry decision makers.

Subgoal: To encourage business and industry use of the placement program.

Processes	Activities	Resources
1. Organize a job request procedure.	1. Review public relations program to assure employer awareness of job order service.	1. Job order form. (41-42)
	2. Establish placement office hours and train office personnel. (completion of job order forms, phone skills, message transferring.)	2. Clerical assistance (professional, paraprofessional, students, volunteers.
	3. Develop a filing system for the completed cards with categories such as open, closed, full-time permanent, part-time permanent, full-time temporary, part-time temporary.	3. Placement program brochure.
	4. Prepare regular summary sheets of job request information and post at regular intervals for student utilization.	4. Files.
		5. Summary sheets for dissemination.
2. Develop a job bank (use results of employer needs survey and/or business and industry survey).	1. Review employer needs survey.	1. Business and industry index.
	2. Contact business or industry and obtain information about the firm as related to the job bank card (phone, personal visit, letter).	2. Yellow pages.
	3. Complete the job bank card for the respective business and industry.	3. Employer needs survey. (33-37)
	4. Organize the card into active and inactive files. (active may include those that hire students, have or anticipate openings, participate or want to participate in the program, etc. Inactive may be those that are not hiring, do not hire students, do not participate, or who utilize alternative placement programs.	4. Job bank cards. (43)
	5. Inform students on the structure, use and information available in the job bank and arrange hours of operation for student utilization.	
	6. Update the [illegible]es as necessary.	

Subgoal: Identify students seeking placement services.

Processes	Activities	Resources
1. Determine number of students wishing to use the placement services.	1. Students complete the student placement information sheets at the beginning of the school year. 2. Reports from follow-up students are analyzed and students seeking continued assistance are identified.	1. Student survey (formal or informal). (45) 2. Student record cards. 3. Enrollment data. 4. Curriculum availability. 5. Graduate follow-up survey results. 6. Employer feedback.
2. Determine types of services requested by students.	1. Staff analysis of completed student placement survey information sheets. 2. Review continued services requests from graduate follow-up results. 3. Develop charts of students and service categories for staff. 4. Schedule for individual or small group interview sessions to develop placement action plans for students. 5. Develop instructional units to address specific student placement needs.	1. Student survey (formal or informal). (45) 2. Student record cards. 3. Enrollment data. 4. Curriculum availability. 5. Graduate follow-up survey results. 6. Employer feedback.

Subgoal: To assist students with their placement.

Processes	Activities	Resources
1. To refer students to potential employers.	1. Identify employment opportunities from job request files, job banks, labor publications, want ads, etc.	1. Job order. (42)
	2. Pull appropriate job bank information related to particular business and industry.	2. Job bank. (43)
	3. Contact employers or firm representatives and provide names of students with appropriate interests and qualifications.	3. Student record cards.
	4. Contact students selected by employers for interviews.	4. Teacher and instructor evaluations. (50)
	5. Meet with students to be interviewed and work through some pre-interview exercises (individual but preferably small group).	5. Employer needs survey results. (38)
	6. Assist student with the preparation of interview folders (resume, permits, permission slips, school records, references).	6. Student Placement Application. (51)
	7. Contact student after the interview session for follow-up discussion.	7. Student Career Profile Sheet. (140)
	8. Contact employer after the interview session for evaluation.	8. Student Referral Form. (60)
		9. Placement Record Calendar (61)
2. To arrange employer visitation and recruitment sessions in the schools.	1. Contact business and industry representatives pertaining to participation in the program.	1. Job order. (42)
	2. Compile student information on persons desiring employment and distribute to the employers.	2. Job bank. (43)
	3. Select acceptable time for employers to visit schools.	3. Student summary sheets. (59)
	(see next page)	4. Phone contacts
		5. Employer needs survey results. (38)

Subgoal: To assist students with their placement.

Processes	Activities	Resources
	4. Contact students informing them of employer visitation. 5. Prepare and secure appropriate facilities for the meetings between employers and students. 6. Obtain feedback from employers on process and student performance. 7. Arrange for follow-up contact with employers following visitation.	6. Appropriate interview facilities. 7. Interview evaluation form. (52)

Subgoal: To refer students to potential employers.

Processes	Activities	Resources
1. Contact employers to determine specific needs.	1. Make a personal visit to placement site to determine working conditions. 2. Talk with key people (owner, personnel director, foremen) to explain placement services. 3. Explain training programs and the skills students obtain which are related to the particular placement site.	1. Employer needs survey. (33-37) 2. Visitations and business days. 3. Placement program materials and brochures. 4. Job bank and job orders. (43) (44) 5. Teachers and instructors. 6. Student evaluation sheets. 7. Career center.
2. Contact teachers and instructors to identify students qualified for placement.	1. Send list of openings and qualifications to teachers and instructors. 2. Ask teachers and instructors to refer students with interests and skills. 3. Have teachers and instructors complete referral sheets for identified students.	1. Occupational Summary Sheets. (39) 2. Teacher recommendation forms. (50)
3. Contact students and discuss placement possibilities.	1. Conduct interviews with students to determine interests and qualifications for the positions. 2. Relay student(s) information to employers and provide students with pertinent contact information (company, phone, address, person to contact, products, conditions, hours or operation, etc.).	1. Job preparation checklist (53) 2. Ten Commandments of Job Hunting. (54) 3. Interview Do's and Don'ts (55) 4. Resume forms. (56-52)

Subgoal: To refer students to potential employers.

Processes	Activities	Resources
	3. Arrange for student release time to attend interview sessions. 4. Follow-up student interview with a. contact with interviewer for evaluation b. contact with student for review of the interview session.	5. Interview Evaluation Form. (52) 6. Pre-employment Clinics Appointment Schedule. (62) 7. Weekly Activities and Appointment Sheet. (63) 8. Placement Department Dail Log. (64) 9. Weekly Placement/Follow-u Report. (65)

Subgoal: To identify instructional resources (materials and persons) related to student placement skill development.

Processes	Activities	Resources
1. Identify skills necessary for student placement.	1. Determine desired placement skills from literature review and experiences. (You may consider those areas contained in the implementation unit). 2. Identify student needs from the placement survey and employer perceptions. 3. Compile a composite list of desired skills and employer perception of needed skills. 4. Identify available resource materials. 5. Identify staff members who can provide assistance and conduct skill development sessions. 6. Identify community resources available for placement skill development (persons, firms, publications, program supporters, etc.). 7. Match resources related to desired skills.	1. Resource material indexes. A. Curriculum Lab. B. Career resource center. C. Prevocational program materials. D. Career education materials. E. County supplies materials. 2. Employer needs survey. (33-37) 3. Student needs survey. (45) 4. Advisory committee. 5. Business and industry representatives. 6. Program development sheets (from this document). (67-68) 7. Teachers. 8. Counselors. 9. School administrators. 10. Curriculum specialists.

Subgoal: Evaluate materials related to career information and awareness.*

Processes	Activities	Resources
1. Review existing in-house career resource materials.	1. Develop a check list of types of materials contained in the career resource center. 2. Determine the relevancy of existing materials through publication dates, comparisons with Dictionary of Occupational Titles (DOT) listings, demand, etc. 3. Identify areas of strengths and deficiencies in career resource materials according to career clusters. 4. Identify materials needed to upgrade and update the career resource materials. 5. Prepare a budget for cost of desired materials. 6. Identify alternative sources of career materials and available materials. 7. Present list of materials, source and projected cost to administrators and advisorv councils (vocational education, career education placement).	1. Dictionary of Occupational Titles (DOT). 2. Occupational Outlook Handbook (OOH). 3. Resource index. 4. Catalogue of resource material. 5. Budget sheets. 6. Library and student assistance. 7. Other career resource materials. 8. Sex Equity Materials. 9. Time.

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*Career resource materials are an integral component of all educational and guidance programs. The utilization of materials determines their relationship to placement per se. However, materials such as a job bank, employer needs survey results, job order files are specifically related to the placement program.

Subgoal: Organize a placement information section within the resource center.

Processes	Activities	Resources
1. Identify materials related to the placement program.	1. Establish a placement information system within the resource center. 2. Develop an index of placement materials according to application and placement skill development. 3. Develop a job bank, job file and employer needs (current and projected) 4. Identify alternative sources of placement information. 5. Establish rules and policy regarding material use, updating, filing, and availability. (borrowing hours of operation, consistent material organization system, old and new information files).	1. Dictionary of Occupational Titles (DOT). 2. Occupational Outlook Handbook (OOH). 3. Resource index. (66) 4. Catalogue of resource material. 5. Budget sheets. 6. Library and student assistance. 7. Other career resource materials. 8. Time.

Subgoal: To develop instructional units related to placement skill development.

Processes	Activities	Resources
1. Identify student needs and organize a plan to develop needed skills.	1. Complete an action plan sheet for each skill which includes desired skill, learner outcome, activities, staff involvement and resources. (See implementation section.) 2. Identify target populations which will be provided skill development experiences. 3. Sequence the experiences in a longitudinal order.	1. Resource material indexes. A. Curriculum Lab. B. Career resource center. C. Prevocational program materials. D. Career education materials. E. County supplies materials. 2. Employer needs survey. (33-37) 3. Student needs survey. (45- 4. Advisory committee. 5. Business and industry representatives. 6. Program development sheets (from this document). (68) 7. Teachers. 8. Counselors. 9. School administrators. 10. Curriculum specialists. 11. Consultant Evaluation Sheet. (69)

COMMUNITY RESOURCE GRID

	Testing	Career Information	Career Counseling	Occupational Training	Financial Assistance	Training in Job Hunting	Job Development	Job Placement	Transportation	Other
1. Job Service										
2. Manpower Council or CETA										
3. Vocational Rehabilitation										
4. State Apprenticeship Council										
5. County Social Services Agency										
6. Community Action Programs										
7. County Mental Health Agency										
8. Local Labor Unions										
9. Local Service Groups										
10. Local Business Groups										
11. Colleges and Training Institutions										
12. Small Business Administration										
13. Other										

52

Sample Request Letter
Recruiting Advisory Council
(Standard Business Letter Format)

Letterhead

Date

Name, Position
Firm
Address

Dear ______________________________:

The (______________________)High School is in the process of developing (or provides) a placement program which local employers may wish to utilize. As a respected community business person, we would appreciate very much if you could assist us with improving our program. We have few meetings and your suggestions could be made by phone or letter.

Your role would be strictly in the advisory capacity, unless you desire to assume additional responsibility. The committee is composed of 4 other local persons involved in the economic structure of our community, and your knowledge and skills would be of considerable benefit to our program, with the greatest benefactor being our students. If you would like more information or would agree to participate, please return the enclosed data sheet and return it in the provided envelope.

The appointment will be made by County Schools Superintendent_________________. The terms runs for 2 years and begins on July 1 of this year. We expect that you will find the experience very satisfactory and quite rewarding. Attached is a description of what the advisory council members do and the relationship of the council to the placement program.

We hope to receive a positive response to this request. Thank you for the consideration of this offer.

Sincerely,

____

Enclosures

Sample Letter For Skill Development

Date:

Name, Position
Firm
Address

Dear :

The ____________________ High School placement program frequently invites local business persons and industry representatives into our classrooms to assist students with the development of placement skills. The topics which are to help students seek and find employment. Areas such as applying for a job, approaching an employer, interviewing skills, employer expectations, relationship of school to work, worker performance, and information about local firms are covered. Since you are a local employer, we would like very much if you could come in and talk to our ( ) grade students about (name particular topics ____________) during the school year.

Our meetings are fairly informal and we encourage our students to ask specific questions about the topics to be presented. One of the school staff will be in the classroom with you to introduce you and field questions for you. If you so desire, we will be happy to talk with you and explain our program, its purposes, and the importance of community members like yourself interacting with out students.

If you would like to serve as a resource person, just fill out the enclosed card and return it in the provided envelope. A person from the school will contact you at a later date to discuss the specifics of your visit to our school. We look forward to working with you in our combined efforts to develop better students.

Sincerely,

TGM:111

Enclosure

Data Sheet

Name________________________________ Position______________________________

Firm________________________________

Address_____________________________

Phone_______________________________

Areas you would like to talk about:
A. _____Interviewing skills
B. _____The job hunt process
C. _____Appearance and behavior
D. _____Information about your firm
E. _____Worker attitudes and performance
F. _____On the job training opportunities
G. _____Employer expectations
H. _____Applications and resumes
I. _____Using school at work
J. _____Other____

Grade of student you prefer to work with:

_____7 _____8 _____9 _____10 _____11 _____12

Best time to contact you: Day__________ _____AM

_____PM

EMPLOYER PARTICIPATION

Contacting employers is typically the most difficult aspect of the placement staff's job. Nevertheless, increased contact between students and employers is essential in a labor market in which hiring is frequently an informal process and dependent on social contacts. Increasing employer involvement by tapping their knowledge is one way to accomplish greater contact. To do this, students should first be asked to identify occupations in which they are interested. The staff can then review the Employer Survey (Part IV, Section A) to isolate potential employers who can provide further information about these occupations. The staff or placement coordinator should then personally contact the employers selected and present to them a variety of alternatives for participation including field trips, student interviews, or a classroom presentation. Flexibility should also be offered for scheduling their involvement as some employers experience peak seasons or days of the week when participation would be more difficult. The fewer constraints placed on the employer's involvement, the greater likelihood that she/he will participate. The important consideration in instituting the placement program is gaining the initial commitment. If the commitment is rewarding to the employer, it can always be expanded in the future.

Some individuals have difficulty requesting even minimal involvement from employers. This is most likely to be true when someone who has not had much contact with local employers is recruited to do placement. In such instances, the coordinator may find it easier to begin by approaching community service groups. The types of community participation needed and the reasons for

EMPLOYER PARTICIPATION CARD

Name of Employer ______________________________

Name of Business ______________________________

Address ______________________________

Phone Number ______________________________

Willing to participate by:

_____ a. Allowing field trips to observe business.
_____ b. Allowing individual students to observe activities of particular workers (shadowing).
_____ c. Allowing students to conduct specific job analyses.
_____ d. Allowing individual students to interview employer.
_____ e. Speaking to classes regarding career opportunities in this field.
_____ f. Role playing interviews with students.
_____ g. Providing copies of application blanks.
_____ h. Serving on advisory committee or task forces.
_____ i. Participating in school co-op or work experience programs.
_____ j. Participating in work evaluation programs sponsored by the Division of Vocational Rehabilitation and other community agencies.
_____ k. Providing equipment to the school.
_____ l. Contacting school when job opening arises.
_____ m. Providing on-the-job training.
_____ n. Other ______________________________

News Release

Attention All Employers!!! The ( ) High School has initiated a placement program to work with you in providing employment for our high school students. Mr./Mrs./Ms. ( ), in charge of these services, will be happy to assist you in meeting your employment needs. We have a complete listing of students seeking employment and can arrange for you to interview students for part-time and full-time openings you may have.

This placement service is designed to better serve the needs of our community. By employing our local youth, we build a stronger community and help students become adults. If you have any questions or would like more information, call (__________________________) High at (phone number) and ask for the Placement Service. We are looking forward to hearing from you and working together with you.

EMPLOYER-NEED SURVEY

Please print name and position of person to be addressed if questions arise regarding this survey.

Name ____________________
Business ____________________
Position ____________________
Phone ____________________

NOTE: ALL ITEMS PERTAIN TO (AREA SURVEYED) ONLY: AND ALL ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL. ANY ANSWERS OR COMMENTS MADE WILL NOT PLACE ANY OBLIGATION ON YOUR FIRM. THIS IS FOR GENERAL INFORMATION ONLY.

1. TOTAL NUMBER OF EMPLOYEES

   a. Number of full-time employees (35 hours/week or more) ____________________

   b. Number of part-time employees (less than 35 hours/week) ____________________

2. SEASONAL EMPLOYEES (Christmas, tourism, crops, ect.) YES ______ NO ______

   a. If "yes" please indicate in the spaces provided the numbers(s) employed in each appropiate time period(i.e., 12 Jan. - March)

__________	Jan. - March	__________	Sept. - Nov.
__________	April - May	__________	Christmas Season
__________	June - August	__________	Other

From ______________ To ______________ No ______________

From ______________ To ______________ No ______________

EXTIMATED TOTAL EMPLOYMENT IN(not including seasonal employees)
19 ______________
19 ______________
19 ______________

TOTAL NUMBER OF NEW EMPLOYEES HIRED IN LAST CALENDAR YEAR
a. Number of new employees that filled new positions created ______________
b. Number of new employees that filled vacated positions ______________
c. Number of new employees without prior experience ______________

6. WHEN YOU HAVE A JOB OPENING(S), WHICH OF THE FOLLOWING SOURCES DO YOU USE TO HIRE WORKERS? (Mark the boxes which are the most appropriate for each item--a. through g.)

	Often	Sometimes	Never
a. State employment service.	___	___	___
b. Private Employment Agencies	___	___	___
c. Advertising and Want Ads	___	___	___
d. Friends and Relatives	___	___	___
e. Direct Company Application (walk-ins).	___	___	___
f. School Cooperative Programs (DE, COE, etc.). . . .	___	___	___
g. Other (Please describe___________________). . . .	___	___	___

7. WOULD HIGH SCHOOL CAREER TRAINING PROGRAMS BE ATTRACTIVE TO YOU IN OBTAINING ADDITIONAL QUALIFIED EMPLOYEES?. . Yes___ No___

a. If above answer is "no," please identify changes/additions needed to make high-school-trained personnel an attractive source of qualified employees. . . . ____

____

____

8. WOULD YOU BE WILLING TO PERMIT PUBLIC SCHOOL STUDENTS TO VISIT YOUR ORGANIZATION OR PLACE OF BUSINESS? . . . . . Yes___ No___

9. WOULD YOU CONSIDER PERMITTING A STUDENT(S) TO INDIVIDUALLY ENTER YOUR FIRM TO OBSERVE A PERSON(S) WORKING IN ORDER TO GET A FULL UNDERSTANDING OF THE JOB, WORKING CONDITIONS, SKILLS, ETC? . . . . Yes___ No___

10. WOULD YOU CONSIDER PERMITTING A QUALIFIED SENIOR HIGH STUDENT TO ENTER YOUR PLACE OF BUSINESS OR AREA OF ACTIVITY AS A VOLUNTEER WORKER IN ORDER TO GET THE EXPERIENCE IN AN OCCUPATION? Yes___ No___

11. WOULD YOU BE WILLING TO HAVE YOURSELF OR AN EMPLOYEE VISIT A CLASS(ES) IN A PUBLIC SCHOOL TO EXPLAIN YOUR OCCUPATION? Yes___ No___

12. ARE THERE AREAS OF TRAINING EXPERIENCES NOT CURRENTLY IN THE PROGRAM THAT YOU FEEL THE PUBLIC SCHOOLS SHOULD PROVIDE?____

____

Business and Industry Survey

Employer ____ Date ____________

Address ____

Phone __________________ Type of Business _____________________________

Person Contacted ________________________________ Title ______________

Personnel Information: No. of Employees ______ Starting Wage or Salary __________

Types of Positions: ____

Special Requirements: ____

Time of day needed ____

Have you ever hired a student from ___(Name Vocational/Technical School)___?

Have you ever hired a ___(Name Vocational/Technical School)___?

Were you satisfied with his or her trade knowledge? ____________________

If no, what were his/her deficiencies? _________________________________

How many of your employment tasks make use of vocational skills? __________

What are the skills required? ____

How many employees have you hired in the past year? ____________________

How many of those hired entered jobs requiring vocational training? _______

List the types of training and number of persons employed in each area. ________

____

How many of these persons were hired to replace lost employees? __________

How many of these persons were hired to fill expansion needs? ____________

How many persons do you anticipate hiring in the next year? ______________

In what vocational/technical areas? ____________________________________

How many persons do you anticipate hiring in the next five (5) years? ______

In what vocational/technical areas? ____________________________________

Do you hire part-time or seasonal persons? ______ In what areas? __________

____

Employment Outlook Survey

County School Area

Name of Business: ____________________

Person Completing the Form: ____________________

Address: ____________________

Position: ____________________

Phone: ____________________

Name of Job	Minimum Education Training Requirements	Special Skills Machines Operated	Number of Openings		Date Open	Permanent(P) Temporary (T) Full (F)/Part-time (PT)	Starting Wage Salaries Benefits	Work Hours
			Now	1 year				
1.								
2.								
3.								
4.								

Name of Job	Minimum Education Training Requirements	Special Skills Machines Operated	Number of Openings		Date Open	Permanent (P) Temporary (T) Full (F)/Part-time(PT)	Starting Wage Salaries Benefits	Work Hours
			Now	1 year				
5.								
6.								
7.								
8.								
9.								

Would you like more information about our placement services? Yes_____ No_____

Who to contact: Name:______________________ Position:______________________________

Thank you

Employer Survey Summary

Date ______________ 19____
(month)

Company Name ______________________________________

Address ______________________ City ______________ Zip __________

Contact Person ______________________ Title ______________________

Telephone ______________________ Business Hours ______________

Type of Business ______________________________________

1. Kinds of Jobs in This Company — Skills Required — Full/Part-Time

Kinds of Jobs in This Company	Skills Required	Full/Part-Time
(M) (F) ______________	______________	(FT)___ (PT)___
(M) (F) ______________	______________	(FT)___ (PT)___
(M) (F) ______________	______________	(FT)___ (PT)___
(M) (F) ______________	______________	(FT)___ (PT)___

2. Age Requirements: under 16_______ 16 to 18_______ over 18_______

3. Work Hours ______________________ Days per Week ______________________

4. Wage Range __________ Hourly __________ Salaried __________ Overtime __________

5. Opportunity for Advancement: Yes ( ) No ( )

6. Company Benefits:
   - Insurance-Life ____
   - Health ____
   - Accident ____
   - Paid Vacation ____
   - Overtime Pay ____
   - Sick Leave ____
   - Paid Holidays ____
   - Other ______________
   - ______________

7. Would This Company Hire:

Would This Company Hire:	FT	PT	TEMP
High School Students	____	____	____
High School Dropouts	____	____	____
H. S. Co-op Students	____	____	____
Handicapped Students			
Mentally	____	____	____
Physically	____	____	____
Behaviorally	____	____	____
Students under 16	____	____	____
High School Graduates	____	____	____

8. Would This Company Provide:

Resource People	Yes ( )	No ( )
Field Trips	Yes ( )	No ( )
Job Exploration Experiences (PECE)	Yes ( )	No ( )
Co-op Training Stations	Yes ( )	No ( )

9. COMMENTS: ______________________________________

____

INDUSTRIAL CONTACT INFORMATION SHEET

Company Name ________________________ Date __________

Location ________________________

Contact Person ________________________ Phone __________

Service or product of company? ________________________

How old is the company? __________ Union required? __________

Is company expanding or planning to expand? ________________

Total # of employees in company? ______ Total # of supervisors _____

employed as office personnel ______ Mechanics ______________

Apprentices ______ Trainees __________ Helpers ______________

Laborors __________ Sales __________ Co-operative work study ________

What types of working conditions should a prospective employee expect?

____

Must employees travel? ________ Do shift work? __________

Meet extablished quotas? ________

Does the company offer a company training program? ____________

Apprenticeships? ________ Continuing education incentive __________

Length of service before qualifying ____________

What is the percentage of office turnover ______ Worker turnover _____

Trainee turnover ____________ Sales ____________

General employment outlook now _____ 3 mo. _____ 6 mo. _____ 1 yr. _____

General employment outlook for:

Full time ________ Part time ________ Co-op __________

Early school leavers ________ Technical grad. ________ College ________

What restrictions are placed on early school leavers, if any? __________

____

What types of tests are given to applicants? ________________

What high shcool records are needed from the high school? __________

____

What entry level positions are now open?

1. ______________________________

2. ______________________________

3. ______________________________

Are other positions open? ________ May the Placement Coordinators be notified of these positions when they become available? ________

What qualifications should a prospective employee possess? ________

____

Salaries and progressive steps.

Starting ______ After 3 mo. ________ 6. mo. ________ 1 yr. ________

5 yrs. ________

Advancement steps. ______________________________

____

What are the company benefits? ______________________________

____

What are the disadvantages of working with your company? ________

____

What, in your opinion, is the basic lack of high school students when applying for a job interview?

Completing the Job Order Form

The Job Order Form summarizes pertinent information for use by placement personnel and students. The Job Order information can be included in the Employment Summary Sheet as well as be posted individually. Although some of the information will be volunteered, by the person calling, the person accepting the order should attempt to obtain as much of the information as possible.

Students, secretarial staff or volunteers can operate the job order program. The skills needed are good phone skills, legible writing, accurate card completion and the ability to ask for further information. These skills are easily developed in a short training program as well as within the business and office program.

Publicizing the information is easy. The copy of an order can be posted as taken, all orders taken in a day can be summarized and posted on one or more sheets (see Employment Summary Sheet), copies of individual orders can be posted or any other way you believe to be the most effective method of transmitting the information. Students could be consulted to obtain their views and possibly organize and run the dissemination aspect of the program.

Finally, the orders should be kept and organized by job, company, or both and recorded semiannually in a permanent filing system. These records can serve to identify who is using the program, types of jobs usually requested and serve as a source of feedback on the operation of the program. Again, these are but suggested uses and you will probably have many good ideas you wish to employ for your own purposes.

Employer Job Order

Company: ______________________ Person Placing Order: ______________
Address: ______________________ Position: ______________
Phone: ______________________ Person to Contact: ______________

Job Title	No. of Openings	Part-Time	Full-Time	Permanent	Temporary	Seasonal	Begin or Apply by
1.							
2.							
3.							
4.							

Training Needed	Duties	On The Job Training Apprentice Program	Special Equipment Special Clothing	Hours	Shift Work	Starting Wages Salary/fringe	Other Information
1.							
2.							
72 3.							JUL 73
4.							

Person Taking Order: ______________
Date: ______________

Job Bank Card

Position ______________________________

Firm ____________________ Phone __________ Contact Person ____________

Starting Date ________ Full-time _____ Part-time _____ Temporary _____

Working Conditions ______________________________

Special Skills Needed ______________________________

Special Conditions of Employment ______________________________

Salary/Wages

Shift Work _____ yes _____ no

Overtime _____ yes _____ no

On the Job training _____ yes _____ no

Other Information ______________________________

____

____

Business and Industry File Card

Date:

Firm or Company:	Openings	Occupational Titles:
Address:	Pay Rate:	Hours of Work:

Person to See:

Title: Phone:

When to Apply:	Age:	Union: ( )yes ( )no
( ) Apprentice Ship Program ( ) Training Program	Education 1 2 3 4 High School Post High School	Training Requirements:
Employer's Job Title:	Skills Required:	

Referral and Placement Record

Date Referred	Applicants Referred	Phone	Comments-Results

Follow Up With Employer

Method	Date	Comments

Placement Needs Survey

As you begin to make decisions for your years following high school, Green Valley would like to help you get the information you might need to make these decisions. Please fill out the following questionnaire so that we might contact guest speakers, arrange field trips, and purchase materials in areas which will be of interest to you.

PART 1

1. I would like more information on job opportunities in the following occupations:

   First choice______________________________

   Second choice______________________________

   Third choice______________________________

2. I would like more information on training programs in the following areas:

   First choice______________________________

   Second choice______________________________

   Third choice______________________________

3. I would like more information about the following branch(es) of the military:

   ____

4. I would like more information about volunteer programs in the following areas:

   ____

5. I would like more information about the following colleges or universities:

   A.____________________________________

   B.____________________________________

   C.____________________________________

Placement Needs Survey

PART 2

Which of the following areas would you like to receive more training in?

Area	Yes	Maybe	Not really interested
Completing application blanks			
Finding job leads			
Interviewing			
Calling employers for an appointment			
Selecting a school or training program			
Completing the G.E.D. (high school equivalency)			
Writing resumes			
Living in the city			
Managing money			
Setting up a small business			
Getting along on a job			
Better study habits			
Employee rights			
Equal opportunity hiring practices			
Other: ____________			

Placement Plan

Placement Goals: ______________________________

____

____

____

____

____

Plan:

Services or Activities	Person or Agency Responsible for Providing Activity	Date Completed
(Example of activities on the following page.)		

Signatures:

Career Advisor: ______________________________ Date: __________

Student: ______________________________ Date: __________

Placement Plan

Examples of Activities:

A. Further help in selecting areas of career interest.
  1. Referral to school counselor.
  2. Enrollment in occupational information course.
  3. Interviews with others in area of career interest.
  4. Participation in career club or community organization.

B. Further training in area of career interest.
  1. Enrollment in courses related to career interest.
  2. On the job training or work experience.
  3. Volunteer experience in area of career interest.
  4. Referral to agency (e.g. DVR, CETA) which can provide desired training.
  5. Information regarding G.E.D. program.

C. Informational activities
  1. "Shadowing" program.
  2. Interviews with others pursuing desired activities.
  3. Referral to written materials.
  4. Involvement in career club.
  5. Attendance at career seminars.

D. Placement Assistance
  1. Locating sources of placement opportunities.
  2. Referral to another agency or individual.
  3. Improvement in job seeking or maintaining skills (Specifically:____).
  4. Locating sources of financial support.
  5. Transportation assistance.
  6. Relocation assistance.

High School Information Sheet

Name: ______________________________ Date: ______________________

School	Number going To college	Not going to college	Total Graduating	Boys	Girls	Black	White

TEACHER'S RECOMMENDATION

For each candidate to Mountain State Vocational-Technical School, this form must be completed by at least three teachers: one of a basic academic course (math, English, or science); one of a prevocational or practical arts course; and one teacher selected by the applicant.

Student's Name ______________________

School ______________________

Teacher's Name ______________________

School ______________________

Classroom Contact with Student:

____
(Subject Area) (Grade Level)

Date ______________________

Please check the following descriptions as they relate to your classroom experience with the student. We want your opinion of the student reduced to a numerical equivalent. Circle the MARK on each scale which best reflects your opinion. The combined teachers' ratings will become a part of an overall numerical rating, which includes other criteria. Your evaluation is very important.

ATTITUDE — Shows positive overall feelings toward school, teachers, and peers; ability to work well with others; cooperative and friendly; can take orders as well as give them; good self-concept; self-disciplined.

Poor | Fair | Good | Very Good | Excellent
0 1 2 3 4 5

RESPONSIBILITY — Willing to accept duties and responsibilities; follows directions; assumes the initiative when necessary; completes assignments; trustworthy; responsive to changes; requires minimal supervision.

Poor | Fair | Good | Very Good | Excellent
0 1 2 3 4 5

NEATNESS — Strives for precision, accuracy, and quality in the performance of tasks; follows assignments or guidelines carefully and in an orderly manner; works to acceptable standards; shows pride in accomplishments.

Poor | Fair | Good | Very Good | Excellent
0 1 2 3 4 5

TOTAL POINTS ______________
(To be totaled by Counselor)

Placement Office Application

All Information is Confidential
Please Print

Name: ______________________________ Grade _____ Date of Birth __________

Home Address: ______________________________ Homeroom: __________

____

Phone No: __________ Social Security Number __________

Student Status: _____ In School _____ Out of School _____

Course of Study: _____ College Preparatory
_____ General
_____ Vocational
_____ Undecided

Driver's licenses: _____ yes _____ no Employed at present: _____ yes _____ no

If yes, where: ______________________________

Courses Completed ______________________________

Skills Developed ______________________________

Job Preferences: 1. ____________________ _____ Full-Time Miles willing to travel to work and back

2. ____________________ _____ Part-time __________

3. ____________________

Career Plans: (Use State/County Testing Areas) ______________________________

____

Educational Plans: (State/County Testing Areas ______________________________

____

Previous Work Experience

Job	Employer	How Long	Wages/Salary

Personal Comments/Other Information ______________________________

____

____
Student's Signature

Interview Evaluation Checklist

Student: ______________________ Evaluator: ______________________

	Excellent	Good	Average	Fair	Poor
1. Was on-time for the interview.					
2. Had knowledge of the interview process.					
3. Was appropriately dressed.					
4. Kept eye contact when addressed.					
5. Kept eye contact when speaking.					
6. Used appropriate language.					
7. Asked appropriate questions about the position.					
8. Had done pre-interview homework about the firm (job).					
9. Was interested in what was said.					
10. Spoke clearly and distinctly.					
11. Seemed at ease but not overly casual.					
12. Answered the interview questions thoroughly.					
13. Provided answers consistent with information given on application and resume.					
14. Handled awkward questions with poise.					
15. Seemed confident in own abilities.					
16. Kept the discussion personal rather than "somebody else said or told me" responses.					
17. Handled pressure and unfamiliar surroundings.					
18. Was inquisitive without being nosey or flippant.					
19. Adjusted to change in question content.					
20. Overall performance.					

Strongest points: ______________________

Weakest points: ______________________

Student Job Prep Checklist

Read each item and think about it. Only you know the answer so be honest with yourself and ask for help when you need it. Good luck!

	YES	NO
Have you completed the job application?		
Did you bring your resume?		
Do you have a Social Security number?		
Do you need ~~a~~ working permit?		
Have you talked with others about the job?		
Have you contacted people for references?		
Did you bring the reference letters?		
Did you have an appointment for the interview?		
Have you thought about the questions you want to ask the interviewer?		
Do you know why you want the job?		
Do you know what you have to do on the job?		
Have you told your employer you are looking for a different job?		
Have you had a practice interview session?		
Do you know what your qualifications and skills are?		
Are your clothes neat and clean?		
Are your shoes shined?		
Are you chewing gum?		
Are you smoking?		
Have you practiced speaking clearly?		
Do you look at the people you are talking with?		
Are you sober, straight and not hung over?		
Can you tell the interviewer why you would be a good employee?		
Can you tell the interviewer your previous employment history?		
Are you nervous and jumpy?		
Have you planned to arrive on time for the interview?		
Do you know how you found out about the job?		
Do you know what your career goals are?		
Do you think you are ready to go do it?		

You may have some "yeses" and some "noes", but after running through the list you will be better organized and prepared. Start to work through this list at least a week before an interview if you can and get the help you need to turn the "noes" into as many "yeses" as you can. Good luck and be ready. You are on your way to finding your job.

THE TEN COMMANDMENTS
OF JOB HUNTING

I. THOU SHALT NOT BE A KNOW-IT-ALL . . . NOR A SLOUCH.

II. THOU SHALT BE CLEAN OF BODY AND APPROPRIATE IN DRESS.

III. THOU SHALT HAVE NO OTHER PALS ALONG.

IV. THOU SHALT NOT BAD-MOUTH PERSONS OR PLACES PAST.

V. THOU SHALT NOT SMOKE OR CHEW GUM.

VI. THOU SHALT SPEAK AND ACT AS IF THOU HADST LEARNED GOOD MANNERS AT HOME (DO THIS IN REMEMBRANCE OF MOM).

VII. THOU SHALT NOT BE GREEDY (PERHAPS THOU ART NOT WORTH $3.50 AN HOUR!)

VIII. THOU SHALT BE WILLING TO START AT THE BOTTOM AND BE EAGER TO WORK THY WAY UP.

IX. THOU SHALT WEAR SHINED SHOES.

X. ABOVE ALL, THOU SHALT BE COURTEOUS, REALIZING FULL WELL THAT AN EMPLOYER TOO, IS HUMAN; LIKE THEE, HE NEEDS TO FEEL ACCEPTED.

THE INTER/VIEW AND YOU

DO'S

1. Be neat and clean
2. Go alone - be prompt.
3. Take a fountain or ballpoint pen.
4. Take along a Personnel Data Sheet.
5. Greet interviewer by last name, correctly pronounced.
6. Remain standing until told to sit.
7. Look at interviewer as you talk.
8. Talk slowly and clearly.
9. Answer questions completely and truthfully.

DON'TS

1. Don't smoke or chew gum.
2. Don't fuss with your hair.
3. Don't bring friends.
4. Don't gaze around the room when talking.
5. Don't argue or interrupt the interviewer.
6. Don't make derrogatory remarks about former employers.
7. Don't make your first question "how much do I make?"
8. Never say, "I need a job" or "I can or will do anything."

Resume

Purpose: The resume gives an employer an idea of who you are, what you are trained to do, what you have done, organizations and clubs you belong to, awards you have received and who to contact for references about yourself. The resume is used to get a person in the front door and a chance to be interviewed for the job.

Content:

1. Who you are: Your name, address, phone, age and condition of health.
2. What you are trained to do: Where you went to school, diplomas, certificates and degrees awarded.
3. Special skills: Machines and equipment you can operate.
4. What you have done: Names of previous and present jobs you have, types of things you did or do on the job and how long you were or have been employed.
5. Organizations and clubs: School clubs, teams, unions, community clubs and other activities you belong to and any offices you have held in them.
6. Awards: Prizes, plaques, special notices, special achievements you have received for school work, job performance, community service or hobbies and sports.
7. References: Three people who an employer may contact. Give names, position, business address and phone number.

Sample Resume

PERSONAL INFORMATION

Name: Jamie Robbins

Address:
324 Western Avenue
Ridgeville, WV 26640

Phone: Home - (304) 873-6413 Work - (304) 876-2828

Date of Birth: March 24, 1961

Health: Excellent

EDUCATION

Grades 1 - 6:
Ridgeville Elementary School
1960 Main Street
Ridgeville, WV 26640

Grades 7 - 9:
Ridgeville Jr. High School
963 7th Avenue
Ridgeville, WV 26640

Grades 10 - 12:
Ridgeville High School
1600 Mountain Road
Ridgeville, WV 26640

1979 Diploma and Medical Assistant Certificate

SPECIAL TRAINING

Medical Assistant Program
Ridgeville High School
(Emergency First Aid, Dispatching, Outpatient Care, CPR, Patient Preparation)

1 Year Typing (electric and manual)

1 Year Office Machines (copiers, word processing)

CB Operator

Drivers License

WORK EXPERIENCE

1979 - Present (Full-time)
Dispatcher and Medical Aid
Ridgeville Emergency Service

1978 - 1979 (Weekends)
Student Volunteer
Ridgeville Emergency Service

1976 - 1979 (After school and summer)	Cashier and Shelver Marvin's Grocery Ridgeville, WV 26640
1973 - 1977 (Year round)	Babysitting and Yard Work Self-employed

CLUBS

1972 - present	County Scouts
1977 - 1979	Ridgeville Basketball Team
1976 - 1979	Ridgeville High Medical Career Club
1978 - 1979	Treasurer
1974 - 1978	Second Avenue Church Choir
1976 - 1978	Adopt a Grandparent Program

AWARDS

1978 - 1979	Second Place County Emergency First Aid Competition
1978	Scouting Achievement Award for First Aid
1977 - 1978	School Attendance Award for least absences
1976 - 1977 (Season)	Most Improved Player Award Ridgeville High School Basketball

REFERENCES

Mrs. Janet Ruffner, Teacher
Ridgeville High School
1600 Mountain Road
Ridgeville, WV 26640
(304) 874-2900

Mr. James Allsion, Supervisor
Ridgeville Emergency Medical Service
720 Main Street
Ridgeville, WV 26640
(304) 876-2828

Mr. Marvin Green, Owner
Marvin's Grocery Store
601 4th Avenue
Ridgeville, WV 26640
(304) 873-6165

Student Summary Sheet

Name____________________________ Age______

School__________________________

Home Address____

Phone___________________________

Previous Experiences

	Type	Firm	Dates
1.			
2.			
3.			
4.			
5.			

Special Skills____

Machines Operated____

Type of Position Desired______________________________________

Available to Start____

____
Student Signature

Referral Form

Maintain on individual school basis.

School______________________________ Placement Specialist_______________

Date	Name	Sent to	Disposition, Date, Part-Time, Full-time, not Hired, etc.

The Placement Record Calendar

Description: A monthly, day by day, calendar with room to write approintments, times, make notes, etc.

Purpose:
- To record contacts with employers related to the placement program.
- To record student interview dates.
- To record employer visitation dates.
- To maintain a written record of activities.

Benefits:
- A documented summary of activities performed by a person involved with the placement program.
- Assists with avoiding duplication of efforts in regard to contacting local employers.
- Can be developed as a prediction of peak and slack placement periods.
- Easily transformed into a report of placement program activities.
- Can be used as a planning aid and improve time management.

Drawbacks:
- Time needed to complete the calendar sometimes misrepresents a complex task and has it appear to be simple.
- Getting used to documenting activities.

PRE-EMPLOYMENT CLINICS
APPOINTMENT SCHEDULE

PLACEMENT SPECIALISTS

NAME ____________________

DATE ____________

HOURS ____________

SCHOOL ____________

Name	Telephone No.	Scheduled by	Follow-up - Comments

93

Weekly Activities and Appointments Planning Sheet

Name______________________________

Week of:___________________________

Monday____

Tuesday____

Wednesday____

Thursday____

Friday____

Placement Department
Daily Log

Date	School/Industry	Time	Activity

Total Business Contacts ________
Total Student Contacts ________

95

Weekly Placement/Follow-up Report

Name: ______________________

Week of: ______________________

School	Name of Student	Date of Placement	Name and Address of Company	Name and Telephone Number of Employer	Follow up Activity			
					Date	Phone	Personal Visit	Letter

School	Referrals		Placement		Part-time		Full-time		In-School		Grad.		Dropout	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1.														
2.														
3.														
4.														
5.														
6.														

Resource Material Index

Title	Publication Date	Content	Location	Use

Subgoal:

Processes	Activities	Resources

Competencies:

Learner Outcome(s)	Activities	Staff Competencies	Resources

CONSULTANT'S EVALUATION

Firm: ______________________________ Date: __________

Address: ______________________________

Representative: ______________________________

Title: ______________________________

Phone: ______________________________

Interest Area: ______________________________

____

Please comment briefly on the following:

1. Were the students receptive to your presentation?
2. Were the students adequately prepared for the presentation?
3. Were their questions meaningful?
4. Was the alloted presentation time sufficient?
5. Have you suggestions for a more effective program?

____

____

____

____

____

____

____

____

We appreciate the time and effort you spent in providing this unique experience for our students.

____
Counselor

IMPLEMENTATION

Competencies: Students will understand the various career clusters* utilized by the Dictionary of Occupational Titles (DOT) and other career resource materials.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of 25 terms, students will select the titles of the career clusters with at least 85% accuracy. 2. Given a list of the career clusters, students will identify at least 5 occupations related to each cluster with 90% accuracy. 3. Given a list of 30 different occupations, students will identify the correct career cluster for the occupations related to each cluster with a 90% accuracy.	1. An instructional unit on occupational clusters which identifies the types of clusters and detailed examples of occupations within the clusters.	Knowledge of career clusters. Knowledge of organization and structure of the Dictionary of Occupational Titles (DOT). Knowledge of prevocational exploration program materials. Skills to conduct an instructional unit on career clusters.	1. DOT, Current edition. 2. Prevocational program material. 3. Occupational Outlook Handbook (OOH). 4. Chronicle Career Guidance Service. 5. Real World Magazine (King Features Syndicate) 6. Career World I (7-9) (Curriculum Innovations, Inc. 7. Information Job Library (Perfection Form Co.). 8. Widening Occupational Roles Kit (SRA, Inc.). 9. Exploring Careers Series (SVE, Inc.). 10. Choosing Careers (Career Aids, Inc.). 11. Career Exploration Cassetts (Career Aids, Inc.). 12. McKnight Career Decision Making Program.

*There are various sets of career clusters currently in use. The DOT has one set, the McNight Career Decision Making Program another, the State County Testing Program another, and so forth. Use the cluster system with which you have materials and experience and adjust the learner outcomes when necessary. For instance, you may only have 10 clusters rather than 15 so you adapt the outcomes to reflect the change in number. Activities are written in a more general manner and need fewer adaptations.

Competency: Students will understand the various career clusters utilized in the Dictionary of Occupational Titles (DOT) and prevocational exploration materials.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of 25 terms, students will select the titles of the 15 career clusters with at least 85% accuracy. 2. Given a list of the 15 career clusters, students will identify at least 5 occupations related to each cluster with 90% accuracy. 3. Given a list of 30 different occupations, students will identify the correct cluster for the occupations related to each cluster with a 90% accuracy.	1. An instructional unit on occupational clusters which identifies the types of clusters, common characteristics of occupations within the clusters, and detailed examples of occupations within the clusters.	Knowledge of career clusters. Knowledge of organization and structure of the Dictionary of Occupational Titles (DOT). Knowledge of prevocational exploration program materials. Skills to conduct an instructional unit on career clusters.	1. DOT, Current edition. 2. Prevocational program material. 3. Occupational Outlook Handbook (OOH). 4. Chronicle Career Guidance Service. 5. Real World Magazine (King Features Snydicate) 6. Career World I (7-9) (Curriculum Innovations, Inc. 7. Information Job Library (Perfection Form Co.) 8. Widening Occupational Roles Kit (SRA, Inc.) 9. Exploring Careers Series (SVE, Inc.) 10. Choosing Careers (Career Aids, Inc.) 11. Career Exploration Cassettes (Career Aids, Inc.)

Competency: Students will understand the content, structure and organization of the Dictionary of Occupational Titles (DOT)

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given the sections of the Dictionary of Occupational Titles (DOT) table of contents and a list of descriptions of information contained within the sections, students will match the section with the appropriate description with at least 80% accuracy.	1. An instructional unit dealing specifically with the content, structure and organization of the DOT. May be combined with the unit on career clusters or follow the unit on career clusters.	Knowledge of the DOT. Skills at teaching an instructional unit on the content, structure and organization of the DOT.	1. The DOT (photostats of the narrative and table of contents are acceptable). 2. DOT worksheets. (130)
2. Given a list of 20 true/false statements about the content; structure and organization of the DOT, students will correctly identify the statements as true or false for at least 80% of the statements.			
3. Given a list of 25 items students will select those items which represent the types of information contained in the DOT with at least 80% accuracy.			

Competency: Students will understand the use of the Dictionary of Occupational Titles (DOT) as a source of career and occupational information.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of 5 occupations from each of the career clusters, students will identify the occupational index number assigned to each of the occupations and the page number on which each of the occupations may be found with 100% accuracy. 2. Given a list of 45 occupational and index identification numbers, students will identify the appropriate career cluster for the occupation with at least 80% accuracy. 3. Given a list of 30 occupational index numbers and a list of the occupations, students will match the number and appropriate occupation for at least 80% of the numbers. 4. Given 5 occupational index numbers and a list of what the individual numbers of an index number represents, students will correctly match the section of the number with the representative information with at least 80% accuracy. 5. Given a list of 30 occupational index numbers, students will correctly identify the career cluster and the occupation which the numbers represent for at least 80% of the numbers. (see next page)	1. Completion of worksheets using the DOT as the reference. 2. An instructional unit on the use of the DOT with emphasis upon practical application of information provided in the other 2 units on the DOT and career cluster materials.	Knowledge of the use of the DOT. Knowledge of information of the DOT. Skill to use the DOT as a reference material. Skill to instruct students on the use of the DOT.	1. The DOT. 2. DOT worksheets. (130)

Competency: Students will understand the use of the Dictionary of Occupation Titles (DOT) as a source of career and occupational information.

Learner Outcome(s)	Activities	Staff Competencies	Resources
6. Given a list of 30 occupations, students will correctly identify the occupational index number and accurately describe 22 of those occupations as presented in the DOT.			

Competency: Students will understand the types of career information located in the Career Resource Center.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of career information materials, students will identify those materials which are available in the Career Resource Center with 85% accuracy.	1. A class on the types of career resource materials located in the resource center. 2. A scavenger hunt in which teams or individual students identify the various materials within the resource center and report their findings to the class.	Knowledge of materials located in the Career Resource Center.	1. Index of career resource materials. (66)

Competency: Students will understand how to use the career resource center to obtain occupational information.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of occupations, students will identify sources of occupational information located in the career resource center with 85% accuracy.	1. A class on the organization of the career resource center	Skills to organize a career resource center.	1. Occupation information.
2. Given a list of career resources materials, students will identify the types of occupational information which may be obtained from the resource with 85% accuracy.	2. A tour of the career resource center.	Skills to instruct students on use of the career resource center materials.	2. Space for a resource center.
3. Given a list of occupations, students will complete an occupational summary for each occupation with 85% accuracy.	3. Distributing booklets on the career resource center materials and operational policies.		3. Filing system to organize career materials.
4. (If Applicable) Given a list of career resource materials, students will identify the processes and restrictions related to using the resources with 100% accuracy such as check-out policy, audio-visual equipment, computer terminals, hours of operation and so forth.	4. Completion of worksheets on occupations which include resource identification, working conditions, career cluster, preparation requirements and examples of industries or businesses in which employed.		4. Finding Your Job Books.
			5. Occupational Guidance Books (Finney Company).
			6. Occupational Outlook Handbook.
			7. Chronicle Career Guidance Service.
			8. Pre-vocational materials.
			9. Encyclopedia of Careers.
			10. DOT.
			11. SRA Kits.
			12. Singer Kits.
			13. Career Aids, Inc., Kits
			14. Curriculum Lab Catalog.

Competency: Students will identify local occupations related to the career clusters located within 75 miles.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of the career clusters, students will identify at least 5 occupations for each cluster that are located within 75 miles of their school with 100% accuracy.	1. A career day with local business and industry representatives.	Knowledge of local business and industry.	1. Occupational information on local business and industry. (38-39)
2. Given a list of local business and industrial firms, students will identify at least 3 different occupations which each firm or business encompasses with at least 75% accuracy.	2. Field trips to local business and industry.	Skills to organize and conduct career days and field trips.	2. Business and financial sections of newspapers.
3. Given a list of occupations students will identify at least 3 local business and industrial firms which employ persons in the occupations with at least 80% accuracy.	3. Completion of a worksheet which provides local occupations and requests career cluster information as well as business and industry name and location.		3. Want ads.
			4. Employment security publications.
			5. Local business and industry representatives.
			6. Occupation (cluster industry worksheet). (130)
			7. Information obtained from various business and community agencies. For example: Chamber of Commerce Job Service Office Employment Agencies
			8. Advisory Council members

Competency: Students will identify local occupational opportunities related to the career clusters. "Local" may be changed to state, regional, national and international.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of career clusters and 10 occupations related to each of the clusters, students will identify local business and industry which provide employment for at least 5 of the 10 occupations contained within each cluster.	1. Conduct a class on local business and industry which includes discussion of the firms' major products (or services) types of employers, employment opportunities and perceived need for additional employees.	Knowledge of local business and industry.	1. Community Business and Industry Index.
2. Given a list of 10 occupations per cluster and related resource materials, students will identify projected industrial occupational needs for a predetermined time period as established by the instructor for at least 5 of the 10 occupations. (Students select the occupations.)	2. Conduct a class on the use of employment publications and occupational outlook materials.	Knowledge of local business and industry resource materials.	2. Yellow pages.
3. Given the results of a local occupational needs survey, students will identify those firms and occupations according to high, moderate and low need classifications for all of the identified occupations.	3. Distribute the results of the employer needs survey.	Skill to increase student awareness of local business and industry.	3. Job bank. (43)
	4. Planned visitations (groups and individuals) to local business and industry.	Skill to instruct students in the use of business and industry resource materials.	4. Employment Security Publications.
			5. Chamber of Commerce Reports.
			6. Occupational Outlook Handbook.
			7. Newspapers.
			8. Advisory Council member.

Competency: Students will identify local business and industry which provide employment opportunities related to the occupations selected from the career clusters.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given the results of the local employment needs survey, students will identify increased or replacement hirings of students for all local firms. 2. Given the list of firms projecting increased or replacement hirings, students will identify those occupations which may be available for all local firms. 3. Given the list of firms and potential occupational opportunities, students will identify those firms that hire persons of their age and experience level. 4. Given those firms that hire persons of the age and experience level of students, students will identify those occupations which are available to them for all firms. 5. Given those firms which hire students and the occupations that are available to students, students will identify persons who to contact to request additional information for all such firms selected by the students. (s[illegible] next page.)	1. A class on the results of the employer needs survey. 2. A class on the use of the job bank. 3. Presentations by and discussions with representatives from employment security, labor bureau, business and industry representatives. 4. Completion of field trip or investigative work sheets by students identifying specific needs and policies of local business and industry.	Knowledge of the results of the employer needs survey. Knowledge of job bank and job file organization. Skill to identify employer needs from survey, available publications and direct contact. Skill to assist students will collect pertinent data on local business and industry.	1. Employer needs survey. (38-39) 2. Job bank. (43) 3. Job file. 4. Employment Security Publications. 5. Business and industry job announcements. 6. Occupational Outlook Handbook. 7. Representatives from: A. Business list and industry. B. Unions. C. Public service agencies. D. Community Industrial. E. Advisory Council members. 8. Vocational Job Placement office.

Competency: Students will identify local business and industry which provide employment opportunities related to the occupations selected from the career clusters.

Learner Outcome(s)	Activities	Staff Competencies	Resources
6. Given those firms selected by students as a potential occupational location and the contact persons, students will identify the application procedure for each of the selected firms.			

Competency: Students will understand the educational and training requirements for selected occupations related to the career clusters.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. According to student interests, given 3 to 5 career clusters, students will identify general levels of education and training requirements for each cluster with 80% accuracy. 2. Given a list of 15 occupations related to the career clusters, students will identify the education and training requirements for each occupation with 90% accuracy. 3. Given a list of 15 occupations, students will identify the occupations which require advanced degrees, bachelor degrees, associate degree, apprenticeship, certificate, high school or no general education or training with 90% accuracy.	1. An instructional unit on occupations with similar educational and training requirements necessary for preparation. 2. Discussions related to career preparation with emphasis upon specific job and training requirements. 3. Presentations by local business, professional and trade and industrial representatives relating to training and preparation requirements.	Knowledge of educational and training requirements for career clusters. Knowledge of educational and training requirements for various occupations. Skills to utilize resource materials to identify educational and training requirements for specific occupations. Skills to instruct students in the use of educational and training resource materials to determine educational and training requirements for specific occupations.	1. Dictionary of Occupational Titles (DOT). 2. Occupational Educational and Training Program Charts. 3. Occupational information. 4. Occupational Outlook Handbook. 5. Occupational Guidance Books. 6. Employer needs survey. (38-39) 7. Job bank. (43) 8. Job file. 9. Employment Security Publications. 10. Business and industry job announcement. 11. Occupational Outlook Handbook. (see next page.)

Competency: Students will understand the educational and training requirements for selected occupations related to the career clusters.

Learner Outcome(s)	Activities	Staff Competencies	Resources
			12. Representatives from: A. Business list and industry. B. Unions. C. Public service agencies. D. Community Industrial. E. Advisory Council members.

Competency: Students will identify education and training requirements of selected occupations.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of 3 jobs from each of the career clusters, students will identify education and training requirements for each job with 90% accuracy. 2. Given a list of occupations students will identify those occupations which require formal education and training with 90% accuracy. 3. Given a list of occupations, students will identify those occupations which require advanced education and training with 90% accuracy. 4. Given a list of occupations, students will identify those occupations which require continuing education and training participation after the initial preparation with 90% accuracy. 5. Given a list of 5 occupations from each of the career clusters, students will group the occupations according to general education and training requirements (professional degree, Masters, Bachelor, Associate, non-degree, certificate, apprenticeship, high school, less than high school) with 90% accuracy.	1. Completion of a worksheet dealing with each of the career clusters identifying education and training requirements for various occupations. 2. Development of a sequential curriculum by students to a career preparation program or action plan. 3. A class on the types and uses of educational publications 4. Classes on financial assistance information and acquisition. 5. Classes on the identification of various educational opportunities relative to the school. 6. Practice sessions on application completions for related educational applications 7. An instructional unit on developing alternative sources of educational experiences related to career development. (Employer sponsored, service and school, part-time degree and one-degree programs, etc.).	Knowledge of application procedures for various post-secondary educational programs. Knowledge of course selection related to career preparation. Knowledge of course offerings at various schools and training programs. Knowledge of financial assistance processes. Skill to instruct students on school and training program selection. Skill to assist students with school and training program application. Skill to instruct students on the use of educational resource materials. Skill to relate school course work to career preparation. Knowledge of educational resource materials.	1. Dictionary of Occupational Titles (DOT). 2. College catalogues. A. Privately printed. B. Condensed revisions. (Lovejoys, ETS, Blue Book, etc.). 3. Occupational Worksheets. (39-131) 4. Job Analysis Forms. (1 5. Information about local vocational programs. 6. Secondary school course offerings. 7. Classroom teachers. 8. Community residents.

Competencies: Students will identify education and training requirements of selected occupations.

Learner Outcome(s)	Activities	Staff Competencies	Resources
6. Given a list of job requirements and methods of obtaining the necessary education and training, students will match the jobs with the appropriate education and training methods for each job with 100% accuracy.	8. Classes and career guidance sessions on the identification of various educational opportunities relative to career preparation.		

Competencies: Students will identify education and training opportunities which satisfy preparation requirements for selected occupations from various resource materials.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of occupations and preparation requirements, students will identify at least 3 schools or programs which provide education and training opportunities related to the occupation with 100% accuracy. 2. Given a list of occupations and preparation requirements, students will identify specific course and other preparation activities necessary to enter the occupation with 85% accuracy. 3. Given a list of occupations and specific course and preparation activities, students will identify at least three schools or training programs which offer the experiences with 90% accuracy. 4. Given a list of items which identify types of education and training program information, students will identify sources from which the information is available with 85% accuracy. 5. Given a list of preparation requirements and descriptions of various types of schools, or programs, students will match the appropriate school or program to the requirements with [illegible] accuracy.	1. Completion of an Occupation Education Chart which includes the occupation, related education and training requirements, schools and programs which offer related preparation experiences, length of training, cost, admission requirements, and projected demand for the occupation. 2. A class on the types of resource materials which provide information about schools and training programs. 3. Visits to schools and training programs which offer preparation experiences in a variety of career fields. 4. College/Career Days.	Knowledge of education and training resource materials. Skill to use education and training resource materials. Skills to instruct students in the use of education and training resource materials. Skill to organize and conduct field trips, college/career days, and education and training information sessions.	1. College catalogues. 2. College guides. 3. Vocational and technical school materials. 4. Private training school catalogues. A. Business colleges. B. Career colleges. C. Technical schools and programs. 5. CETA program information. 6. Educational Information Center information. A. Post-secondary and adult preparation. B. Educational opportunity in West Virginia. C. Other E.I.C. Publications. 7. Rural America Series.

Competency: Students will select schools and curriculum tracks which relate to personal occupational goals. (Include degree, associate degree, certificate, high school vocational training, adult vocational training, etc.).

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of 3 student selected jobs from each of the occupational clusters, students will identify secondary education courses which relate to the training requirements for each job with at least 80% accuracy. 2. Given a list of jobs which require post-secondary education and training for entrance into the job, students will identify schools which offer appropriate courses and curriculum from the educational resources for each job with at least 90% accuracy.	1. Regular ongoing career planning sessions during which students discuss career goals and the relationship of these goals with the selected course work. This may occur in conjunction with registration but may be more beneficial to students if done a month or more before the course selection is made. 2. Career days and college days with visitations from schools in which students have expressed an interest. 3. Local residents representing various occupations talking with students on preparing for a particular occupation.	Knowledge of application procedures for various secondary educational programs. Knowledge of course selection related to career preparation. Knowledge of course offerings at various schools and training programs. Knowledge of educational resource materials. Skill to assist students with school and training program selection. Skill to assist students on the use of educational resource materials. Skill to integrate school course work with career preparation.	1. Dictionary of Occupational Titles (DOT). 2. College catalogues A. Privately printed. B. Condensed versions (Lovejoys, ETS, Blue Book, etc.). 3. Information about local vocational programs. 4. Secondary school course offerings. 5. Classroom teachers. 6. Community residents. 7. DOT worksheet. (130) 8. Job Analysis forms. (151

Competency: Students will understand entrance requirements of selected schools and programs.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of student-selected schools and training programs, students will identify preparation and entrance requirements for the schools and training programs with 90% accuracy. (Course work, performance level, test results.)	1. A developmental unit beginning in middle childhood education on the progression of a student through the educational system. Information addresses performance standards for admission to a course program or school, different skill levels required for various educational levels; factors which influence admission other than grades, test scores, etc.; and other information as selected by teachers and counselors as being pertinent.	Knowledge of entrance requirements for schools. Knowledge of vocational education selection procedure. Skill to assist students with school and program selection.	1. Vocational education material. 2. Student Recruitment and Selection Guidelines. 3. College catalogues. 4. Private career colleges o schools information.

Competency: Students will understand the application procedures to schools and training programs.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of student-selected schools and training programs, students will identify application and admission procedures for each of the schools and programs with 90% accuracy. 2. Given a set of example school applications, students will complete the applications with 90% accuracy.	1. Completion of sample applications. 2. Writing letters of application to various schools. 3. Student requests to schools for specific information about programs of their choice. 4. Discussions with representatives of various types of educational institutions.	Knowledge of college application procedures. Skills to instruct student with application procedures.	1. Sample applications. (156) 2. Sample letters of application. (154, 155) 3. Ex-students. 4. College admissions personnel.

Competency: Students will understand the direct and indirect costs of related schools and training programs.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of student-selected schools and training programs, students will identify estimated cost for a year at the schools and training programs with 90% accuracy.	1. Have students select schools which interest them. Which offer the training program they would like to enter. Using the available catalogues and other printed materials, have them complete the educational cost worksheet. 2. Invite college financial aid persons to address students on costs of going to school. Have them talk specifically about direct costs, indirect costs, costs for various living styles, costs of not working while in school and expected increases during a student's enrollment. 3. Bring in union representatives and apprentice program representatives to talk about the costs of training a student from beginning to journeyman status. 4. Have ex-students talk to students about how they finance their education (i.e. work/study, summer employment, industry sponsored training, etc.).	Knowledge of educational costs. Knowledge of sources of information about educational costs. Skills to work with students in developing understanding of these costs.	1. School catalogues and publications. 2. School financial officers 3. Union representatives. 4. Financial aid personnel. 5. Current newspaper and magazine articles. 6. Ex-students 7. How to finance an educati publication. 8. Educational expenses worksheets. (133)

Competency: Students will understand the sources of and application procedures for various sources of financial assistance programs.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of schools and training programs, students will identify types of financial assistance available at each of the schools and training programs with 90% accuracy. 2. Given a set of financial assistance applications, students will complete the applications with 100% accuracy. 3. Given a list of types of financial assistance ane related descriptions, students will match the types with the appropriate descriptions with at least 80% accuracy. 4. Given a list of eligibility requirements, students will identify those types of financial assistance related to the particular requirements with at least 80% accuracy.	1. Completion of a worksheet related to financing an education which utilized materials located in the school. 2. Completion of example financial aid forms such as BEOG applications, parent's confidential statements, college financial aid forms, scholarship applications. 3. Discussions with students and ex-students who have received financial assistance from various sources. 4. Presentations and workshops by financial aid personnel. 5. Presentations by bankers on acquiring government and non-government guaranteed loans.	Knowledge of educational costs. Knowledge of sources of information about educational costs. Skills to work with students in developing understanding of these costs. Knowledge of available financial aid.	1. Financial aid publications. (BEOG publications, state and private school publications, scholarship information, private and industrial sponsored aid programs, Federal and private loans.) 2. Ex-students. 3. Government Publications 4. Financial aid applications. 5. Awareness Counselors. 6. Educational information systems posters. 7. College Financial Aid. Officers. 8. Business Representatives and industry assistance sponsors. 9. Financial aid worksheet (135-136) 10. Financial aid workshop.

Competency: Students will identify their personal interests.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of interests, students will identify those interests which are representative of their personal preferences and relate at least three of the interests to the class. 2. Given a list of work activities, students will identify those activities which they perceive to relate to their interests and present their choices to the class in oral or written form. 3. Given a list of occupations and related work activities, students will select those occupations which they perceive to be congruent with their interests and report on at least three of the occupations to the class. 4. Given a profile sheet related to interests and occupations, students will complete the sheet and share the information with the class at least one time during the sessions on interest indentification.	1. Completion of various interest inventories with appropriate interpretation and discussion sessions (individual, small group, class). 2. Completion of exercises which enable students to complete open ended questions related to interests. 3. Formation of discussion groups to deal with topics such as What I want to be; What I like to do; How do I know what I like; and other personal awareness topics. 4. Group discussion and interaction with persons working in various occupations on the relationship of interests to occupational selection and satisfaction. 5. Individual and group counseling sessions with a certified professional.	Knowledge of appropriate interest inventories and interest identification exercises. Skill to accurately interpret results of interest inventories and interest identification exercises. Skill to clarify questions on apparent inconsistency between interests and work activities. Knowledge of the relationship between interests and work activities. Knowledge of human and career development theories and their relationship. Knowledge of counseling theory and technique. Skill to conduct individual and group counseling sessions.	1. Published interest inventories Kuder Preference Record (7th or 8th grade) Kuder Occupational Interest Survey (10th) Ohio Vocational Interest Survey (10th) Minnesota Importance Questionnaire (10th) Minnesota Vocational Interest Inventory (10th) California Interest Inventory (10th) Strong-Campbell Vocational Interest Blank (9th) 2. Occupational Worker Trait Groups Dictionary of Occupational Titles (DOT) Encyclopedia of Occupations and Careers (EOC), Occupational Outlook Handbook (OHO), 3. Student career profile worksheets. (138-140) 4. Student self-assessment. (141-144)

Competency: Students will identify interests related to the career clusters and selected occupations within each cluster.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of career clusters, students will identify at least 7 general interests or conditions of employment related to each of the clusters for all given clusters. 2. Given a list of 5 student selected occupations from each cluster, students will identify interests and conditions of employment for 3 of the 5 selected occupations. 3. Given a list of interests and conditions of employment associated with the career clusters, students will identify at least 5 occupations from each cluster related to their personal interest preferences.	1. Completion of a worksheet utilizing resource materials which identify interests, worker traits, work activities for the career clusters. 2. Working in the career resource center and categorizing occupations from various clusters according to interests, working conditions, work activities and worker traits. 3. Individual and group guidance activities. 4. Individual and group counseling activities.	Knowledge of occupational information. Knowledge of various resource materials. Skill at conducting group discussions. Skill at leading group activities. Knowledge of individual and group guidance techniques. Knowledge of individual and group counseling techniques. Skill to conduct individual and group guidance activities. Skill to conduct individual and group counseling sessions.	1. "I like to" statement worksheet. (147) 2. McKnight Career Information System Handbook. 3. Dictionary of Occupational Titles (DOT) 4. Encyclopedia of Occupations and Careers (EOC). 5. Occupational Outlook Handbook (OOH). 6. Career Guidance Chronicle. 7. Prevocational exploration program materials. 8. Student Career Profile (138-140) 9. Student Self Assessmen (141-144)

Competency: Students will identify aptitudes and the abilities related to occupations within the career clusters.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of 10 occupations from each of the career clusters, students will identify the abilities and aptitudes related to the performance of each occupation with 80% accuracy. 2. Given a list of 30 occupations and a list of performance criteria, students will match the occupations with the criteria with at least 80% accuracy. 3. Given a list of performance criteria and descriptors of the same criteria, students will match the criteria with the appropriate descriptor with at least 80% accuracy. 4. Given a list of work activities, students will identify abilities and aptitudes necessary to perform the work activity with 80% accuracy.	1. Completion of a worksheet which gives the occupation and requires the identification of the cluster, abilities and aptitudes related to performance. 2. Conducting group discussions on the use of abilities and aptitude instruments as indicators of performance capabilities to various occupations and career clusters. 3. Students select 2 or 3 occupations from each of the clusters and report on the abilities and aptitudes identified as related to job performance. 4. Individual and group guidance activities related to career planning.	Knowledge of the relationship of abilities and aptitudes to occupational performance. Knowledge of abilities and aptitude levels generally related to successful performance of occupations. Knowledge of sex role and racial stereotyping practices unrealted to abilities and aptitudes. Skill in conducting group discussions on relating abilities and aptitudes to occupational performance. Skill to facilitate students exploration of career above and below perceived abilities and aptitudes. Knowledge of individual and group guidance techniques. Knowledge of individual and group counseling techniques. Skill to conduct individual and group counseling techniques. (see next page.)	1. The Dictionary of Occupational Skills (DOT). 2. Selected readings related to the activities especially those dealing with sex stereotyping, racial discrimination, handicapped discrimination, and the role of other characteristics beyond ability and aptitude levels. 3. Occupational Outlook Handbook (OOH). 4. Career Guidance Chronicles. 5. Career Resource Center. 6. Student Selection and Recruitment Guidelines and Materials. 7. AEL - Mcnight Career Decision Making Program. 8. Prevocational program. 9. Local Business and and Industry Employers and employees.

Competency: Students will identify aptitudes and the abilities related to occupations within the career clusters.

Learner Outcome(s)	Activities	Staff Competencies	Resources
		Skill to conduct individual and group counseling sessions.	10. Job Summary and Evaluation Sheets. (39, 131, 151)

Competency: Students will understand their academic strengths and weaknesses based upon school performance.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given the permanent record cards, students will identify their historical academic performance with 100% accuracy. 2. Given the permanent record cards, students will identify relative academic strengths and weaknesses over time with 100% accuracy. 3. Given the permanent record cards, students will identify present and past performance and all similarities and differences which exist with 100% accuracy.	1. Completion of a chart or profile sheet that identifies course areas and grades and organizes the information according to performance over time. 2. Individual counseling sessions.	Knowledge of grading system. Knowledge of human cognitive development. Skill to assist students with interpretation of grades as performance indicators. Knowledge of individual counseling techniques. Skill to conduct individual counseling sessions.	1. Permanent record. 2. Student academic profile sheet. (146) 3. Student academic performance graph. (147) 4. Student self-assessment. (141-144)

Competency: Students will understand the information provided by achievement and aptitude measurement instruments results.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given the areas measured by the achievement and aptitude measurement instruments, students will identify in their own words the types of knowledge and skills whith the various sections purport to measure with 100% accuracy. 2. Given the results of the achievement and aptitude measurement instruments, students will identify the areas of strengths and weaknesses relative to one another based upon the results with 100% accuracy 3. Given the results of the achievement and aptitude measurement instruments and following interpretation of the results, students will identify 3 or more applications of the results related to self understanding with 100% accuracy.	1. A class conducted prior to testing which explains the areas to be tested and provides a forum for question and class discussion. 2. A class and discussion session in which results are interpreted. 3. A class and discussion on the possible application of results for better self understanding. 4. Individual and group counseling sessions.	Knowledge of achievement and aptitude test design and structure. Knowledge of testing theory. Knowledge of test validity and reliability. Knowledge of appropriate test application. Skill to interpret test results. Skill to utilize test results as meaningful ability and aptitude indicators. Knowledge of individual and group counseling techniques. Skill to conduct individual and group couseling sessions.	1. Teacher or Test Administrator Testing Manual. 2. Example results with detailed explanations. 3. State-County test results. 4. Aptitude tests. A. Cognitive abilities. B. Differential aptitude. C. College entrance. D. General Aptitude Test Battery. (GATB) E. Singer Simulation Results. F. Prevocational program experiences.

Competency: Students will identify physical characteristics and abilities.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a physical record card, students will complete the card with 100% accuracy.	1. The administration of the motor abilities measurement reactions of the GATB (motor coordination manual dexterity).	Knowledge of human growth and development.	1. Manual portions of the GATB.
2. Given the results of various motor abilities measures, students will identify their physical strengths and weaknesses relative to their age group with 100% accuracy.	2. Discussions and examples of physical skills and the types of activities which develop these skills.	Skills to identify physical characteristics.	2. Physical records.
3. Given a list of motor skills and descriptors of the skills, students will identify at least 3 activities which they perform or have performed for at least 50% of the given skills with 100% accuracy.	3. Readings and films on the attainment and maintenance of physical conditioning.	Skill to evaluate performance of physical tasks.	3. Physical education class performance.
	4. Participation in informal and formal athletic experiences (intramural, community programs, inter-scholastic, personal endeavors, etc.).		4. Student self-reports. (148)
			5. Participation in athletics.
			6. Prevocational program materials.

Competency: Students will identify occupations within the career clusters related to personal physical characteristics and abilities.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of 10 occupations, students will identify physical requirements for the occupational performance with 100% accuracy.	1. Completion of a worksheet with the occupational index number given which requests the occupation, career cluster and physical requirements related to occupational performance.	Knowledge of physical demands of occupations within the career clusters.	1. Dictionary of Occupational Titles (DOT).
2. Given the career cluster and a person's perceived physical abilities and characteristics, students will identify at least 5 occupations per cluster which are compatible with their perceived physical abilities and characteristics with 80% accuracy.	2. Discussion sessions during which students relate their physical characteristics and abilities to various occupations.	Knowledge of reference materials for the identification of physical abilities and performance requirements related to occupations.	2. Prevocational program materials.
3. Given a list of occupations and related descriptions of physical requirements, students will identify the occupations and related descriptions as being correct or incorrect statements with at least 75% accuracy.	3. The selection of occupations and preparation of job summaries by students which fuse physical requirements with the students' self perceptions of their motor skills.	Skill to instruct students in the use of occupational resource materials and the identification of the physical requirements for job performance.	3. Motor Coordination Manual Dexterity (GATB) and (NATB) results from State-County scoring service.
			4. Presentations by employers and employees on physical activities related to occupations.
			5. Adapted versions of various manual worksheets.
			6. McKnight Career Decision Making Program.

Competency: Students will identify occupations within the career clusters which are compatible with their abilities and aptitudes.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given their ability and aptitude performance indicators, students will identify at least 10 occupations per cluster from at least 5 different clusters commensurate with their abilities and aptitudes with 75% accuracy. 2. Given a list of true/false statements concerning the relationship of abilities and aptitudes to occupational performance, students will identify the statements as true or false with 80% accuracy.	1. Readings and examples accomplishments and failures of persons identified as over and under achievers. 2. Readings and discussions on the role of personal characteristics other than abilities and aptitudes in the successful performance of occupations within career clusters. 3. Individual and group guidance activities related to career planning. 4. Individual and group counseling sessions related to career planning.	Knowledge of the relationship of abilities and aptitudes to occupational performance. Knowledge of abilities and aptitude levels generally related to successful performance of occupations. Knowledge of sex role and racial stereotyping practices unrelated to abilities and aptitudes. Skill in conducting group discussions on relating abilities and aptitudes to occupational performance. Skill to facilitate students exploration of careers above and below perceived abilities and aptitudes. Knowledge of individual and group guidance techniques. Skill to conduct individual and group guidance activities.	1. The Dictionary of Occupational Skills (DOT). 2. Selected readings related to the activities especially those dealing with sex stereotyping, racial discrimination, handicapped discrimination, and the role of other characteristics beyond ability and aptitude levels. 3. Occupational Outlook Handbook (OOH). 4. Career Guidance Chronicles. 5. Career Resource Center. 6. Student Recruitment and Selection Guidelines and Materials. 7. Vocational Rehabilitation Respresentatives. 8. Community Employers and Employees.

Competency: Students will identify personal values and the process of value formation.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a series of situation with position statements about common personal values, students will identify those statements with which they personally agree or disagree for at least 75% of the situations. 2. Given a list of values and starter statements relating to the values, students will develop personal definitions for at least 75% of the listed values. 3. Given a set of stories about behavior that reflect values, students will identify those values associated with the behavior for at least 50% of the stories. 4. Given information on the process of value formation, students will identify stages in the process with at least 75% accuracy. 5. Given a series of hypothetical and real situations requesting value decisions, students will make their decisions and relate the decisions to the class with a personal explanation for at least 50% of the situations.	1. Value clarification exercises. 2. Small group discussions on personal-social issues. 3. Classroom exercises and simulations in courses where problems are presented and discussed with personal position delineation facilitated. 4. Readings in the areas of value formation, moral development, social influence on values and examples of behaviors which reflect values. 5. Individual and group counseling sessions.	Knowledge of value formation. Knowledge of moral education. Knowledge of appropriate resource materials. Skill to conduct value clarification exercises. Skill to relate personal behavior to representative values. Skill to assist students with problem resolutions related to values. Knowledge of individual and group counseling techniques. Skill to conduct individual and group counseling sessions.	1. Sidney Simon "Value Clarification Exercises". 2. Lawrence Kohnberg "Readings in Moral Education". 3. Newspaper stories. 4. Starter Statements. (Middle School Guidance Program). 5. Professional journal articles (Especially related to humanistic schools of thought). 6. A non-judgemental group facilitator. 7. "Time". 8. "100 Ways to Enhance Self-Concept in the Classroom". 9. Activities for Exploring Values. 10. Values for Living fs/Kit. 11. Understanding Values fs/Kit.

Competency: Students will identify personal values and the process of value formation.

Learner Outcome(s)	Activities	Staff Competencies	Resources
6. Given a list of situations related to value judgements, students will identify at least three persons from whom they would seek assistance or who have impact on their decisions.			
7. Given a list of statements or words pertaining to personal values, students will identify those statements or words which represent their personal values and describe at least three of the items to the class in terms of behavior.			

Competency: Students will understand the relationship between personal values and work values.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given the list of values, students will identify the values as personal, work, or both personal and work for each of the values. 2. Given a list of value descriptors and the related values, students will identify the descriptors as pertaining to personal or work or both personal and work for each of the values. 3. Given a list of work situations and requirements, students will identify personal values which relate to the work situations and requirements for each of the given situations.	1. A series of readings which demonstrate consistent and inconsistent relationship between personal and work values. 2. Classroom and small group simulations requiring the identification of values for specific work situations. (An example is not working on a particular day other than Sunday for religious belief). 3. Use of value clarification exercises with work decision or condition substituted for a personal decision of condition. (Adaptation of existing materials). 4. Role play situations in which students work through and portray their personal values as well as those with which they disagree.	Knowledge of value formation. Knowledge of relationship of personal values to work values. Skill in adapting and utilizing value clarification exercises. Skill in identifying personal and work values. Skill in conducting group discussions.	1. Supers' Work Values Inventory. 2. Sidney Simon Value Clarification Exercises. 3. Self developed activities utilizing current and past events. (Prison guards in Auschitz; producer of nuclear wastes; unethical professional behavior (such as a doctor selling illegal drugs.) 4. 100 Ways to Enhance Self-concept in the Classroom. 5. Activities for Exploring Values. 6. Values for Living fs/Kit. 7. Understanding Values fs/Kit.

Competency: Students will understand the relationship of personal values to career and occupational considerations.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given examples of work values related to selected careers and occupations, students will identify those careers and occupations consistent or inconsistent with their personal values for the examples. 2. Given a series of decisions related to work situations, students will identify at least three personal values which influence their agreement or disagreement with the decision for the examples. 3. Given a list of five occupations from each of the career clusters, students will identify at least three personal values related to satisfactory task performance for each of the given occupations. 4. Given a list of personal values, students will identify at least five occupations from each of the clusters perceived to be consistent with the personal values for at least five of the values. (see next page.)	1. Role play simulations using current events and business decisions with profit versus safety connotations. 2. Completion of work sheets with subsequent discussions on work tasks and related values involved which may or may not be inconsistent. 3. A unit on moral development. 4. Readings about situations where unethical behavior is required to perform a task. (Watergate, PLO raids and Israeli Commandoes; embezzlement, casting couch, etc.). 5. Individual and group counseling sessions.	Knowledge of work values related to careers and occupations. Skill to adapt real events into role-play simulations. Skill to develop simulation activities. Knowledge of individual and group counseling techniques. Skill to conduct individual and group counseling sessions.	1. Super's Work Values Inventory. 2. Newspapers. 3. Value clarification exercises. 4. Information about worker roles and responsibilities from the Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook (OOH), Encyclopedia of Occupations and Careers (EOC) Worker Trait Group, Career Resource Center. 5. Reaching Out. 6. Personal Values/Work Values Situation Sheet. (148)

Competency: Students will understand the relationship of personal values to career and occupational considerations.

Learner Outcome(s)	Activities	Staff Competencies	Resources
5. Given a list of work situations requiring value judgments, students will formulate a decision for all of the situations and report at least two of the decisions to the class through an oral presentation.			

Competency: Students will understand the dynamics of group process including group formation, problem solving and task accomplishment.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of items, students will identify those items which represent the stages of group formation with 80% accuracy. 2. Given a set of three problems to solve, students will form a group and resolve the problem as a group for two of the three problems. 3. Given a list of tasks and a list of persons available to work on the tasks, students will identify persons appropriate for task accomplishment for at least three of the tasks presented. 4. Given a report of a group interaction and a list of group processes, students will identify the processes with examples extracted from the report, with at least 75% accuracy.	1. Readings on group dynamics. 2. Formation of small groups to address problems. 3. Assignment of tasks to groups for completion. 4. Audio-Video recordings of group interaction with related discussion sessions. 5. Observation of city council, school board meeting, in school clubs and reports on perceptions of group interaction.	Knowledge of group dynamics. Knowledge of group instructional techniques. Knowledge of group simulation activities as a teaching method.	1. Origami Simulation Games. 2. Lists of problems. 3. Books and articles on group dynamics. 4. Group puzzles. 5. Prevocation program materials and activities. 6. Occupational Survival Skill. 7. Interpersonal Communications. 8. Problem Solving Kit. 9. L.D.I. (Leadership Development Institute).

Competency: Students will understand the role of the individual within the group.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of individual roles in a group, students will develop appropriate definitions of the role with at least 80% accuracy.	1. The formation of a group and assignment of an individual to perform a specific role within the group with interchanging roles.	Knowledge of individual roles in the group.	1. Prevocation program materials and activities.
2. Given a group task and problems, students will identify the role assumed by the individual group members from a list of role descriptions with 80% accuracy.	2. Films on group interactions with the completion of work sheets identifying roles assumed by various members.	Knowledge of group role play technique and methods.	2. Readings on leadership, assertiveness, cooperation, compromise and conformity.
3. Given a series of role play situations and descriptions of individual roles, students will assume each role as described for at least five minutes of a group interaction.			3. Occupational Survival Skills.
4. Given a group task and list of behavior within a group, students will identify those behaviors which have a positive, negative, or neutral effect on the accomplishment of the task and report these observations to the group.			

Competency: Students will understand various communication systems and techniques (internal and external; horizontal and vertical; direct and indirect; verbal and non-verbal; specific and general).

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of communication systems and techniques, students will define the systems and techniques with at least 80% accuracy. 2. Given examples of communication systems and techniques students will identify the system and technique related to the example with at least 80% accuracy. 3. Given a set of activities and the situations related to the activities, students will identify the communication technique(s) appropriate for initiation of or response to communication with 80% accuracy. 4. Given a set of situations requiring the use of communications with another party, students will identify the appropriate technique(s) with at least 80% accuracy. 5. Given a set of completion statements pertaining to communication systems and techniques, students will complete the statements with at least 80% accuracy. (see next page.)	1. Pantomime games. 2. Presentation of films on interviewing. 3. Experiences writing letters of inquiry, application, acceptance and rejection. 4. Simulation of worker/worker, worker/superior, worker/non-worker communications dealing with various work situations. 5. Participation in group discussions. 6. Reports on communication systems and techniques used in school between teachers/students, teachers/teachers, teachers/administrators, students/students, etc. 7. Completion of work sheets which identifies a communication system or technique and requests examples of a system or technique from the school, home, leisure, and work situations. 8. Exercises in seeking and obtaining references, conducting interviews, preparing presentations and writing reports.	Knowledge of communication systems and techniques. Knowledge of communication skills. Skill to instruct students on communication systems and techniques. Skills to evaluate student competency with communication systems and techniques. Skills to assist student with the development of communication competency.	1. Body Language. 2. "Up the Organization". 3. Charts showing the structure of organizations and relationship between levels. 4. Reaching Out. 5. Interpersonal Communications.

Competency: Students will understand various communication systems and techniques (internal and external; horizontal and vertical; direct and indirect; verbal and non-verbal; specific and general).

Learner Outcome(s)	Activities	Staff Competencies	Resources
6. Given a situation requiring the application of communication techniques, students will identify the technique and the appropriate information to be transmitted by the technique with 80% accuracy.			

Competency: Students will understand how to use personal references.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of true/false statements relating to the use of personal references, students will identify those statements as true or false with at least 75% accuracy. 2. Given a list of situations and reference information related to the situations, students will identify those persons who could provide the appropriate references with 90% accuracy. 3. Given a situation related to applications for an occupation and/or school admission, students will identify from a list of information about references the types of reference information appropriate for the situation with 90% accuracy 4. Given a list of terms and statements, students will select those terms and statements which are associated with personal references with at least 80% accuracy.	1. Discussion sessions with persons involved with the review of occupation and school applications. 2. Readings on the use and impact on personal references in selection procedures.	Knowledge of the use of personal references in the selection process. Knowledge of materials applicable to the study of reference process. Skills to instruct students with the use of personal references.	1. Personnel directors. 2. Business interviewers. 3. Using personal references. (152)

Competency: Students will understand how to obtain personal references.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of guidelines for obtaining references, students will identify examples of appropriate and inappropriate methods of requesting personal references with at least 80% accuracy. 2. Given a situation and a person, students will develop a strategy for requesting a personal reference acceptable to the instructor or evaluator.	1. Examples of appropriate and inappropriate approaches for requesting references. 2. Writing letters to specific persons requesting the completion of a reference form or the provision of a letter of reference. 3. Discussions with persons who we usually requested to write or provide personal references.	Knowledge of the process of obtaining references. Knowledge of persons acceptable for the provision of personal references. Skill to instruct students on techniques to obtain personal references.	1. Examples of reference letters. 2. Business interviews. 3. Personnel directors. 4. Available literature.

Competency: Students will understand the decision making process.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of statements, students will identify those statements related to the decision making process with 90% accuracy.	1. An instructional unit on the decision making process.	Knowledge of the decision making process.	1. Problem solving games and activities.
2. Given a list of the stages in the decision making process, students will identify the order of the stages with 100% accuracy.	2. Distribution of outlines identifying and describing the stages of the decision making process.	Knowledge of materials which facilitate the develment of decision making skills.	2. Career decision making materials.
3. Given examples of decisions and the process used to arrive at the decisions, students will identify the good and bad decisions with 80% accuracy.	3. Provision of simulation and role play situations which enable decision making to be practiced.	Skill to instruct students in the decision making process.	3. Handouts on the decision making process.
4. Given a set of five problems, students will identify the steps involved in obtaining solutions to the problems related to the decision making process for at least three of the problems with 100% accuracy.	4. Opportunities for students to set goals related to personal development (can be integrated with regular decision making activities).	Skill to assist students in the decision making process.	4. Life goals: setting personal priorities.
5. Given a set of five problems requiring the use of the decision making process, students will solve the problem and describe the application of the decision making process in arriving at the solution in oral or written form for at least three of the problems with 100% accuracy.			5. Decision-Making kits.

Competency: Students will demonstrate skills related to identifying placement sites according to their perceived interest.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a listing of potential placement opportunities, students will identify those sites which are available to them with 80% accuracy. 2. Given a listing of occupations, students will determine the potential for placement in each occupation listed from data contained in resource materials through personal investigation with 100% accuracy. 3. Given a set of five placement opportunities, students will identify the firm, application procedures, living practices, working conditions and employer needs for at least three of the five with 100% accuracy. 4. Given a series of five situations related to selection of placement sites, students will identify those sites which are considered to be the best for all situations according to the conditions of the situation as determined by the instructor. (see next page.)	1. Practice sessions on extracting information from various placement publications such as job banks, job announcements, want ads, and other sources of possibilities for placement. 2. A list of available positions is distributed and students review the list and select at least five openings to gain additional information about such as hiring practices, preparation requirements, working conditions, and application procedures. 3. Completion of work sheets on community business and industry employment offers. 4. Business day hunt in which students are formed into teams and interview community business and industry individuals about local business employment needs and complete provided job bank guide sheets for the files. (see next page.)	Knowledge of the decision making process. Knowledge of local business and industry employment needs. Knowledge of sources of placement announcements. Skill to identify local placement sites. Skill to involve community in learning activities. Skill to instruct students in the use of placement resource materials.	1. Local business and industry directory. 2. Job bank file. 3. Career resource center. 4. Placement bulletins and publications. A. Employment security. B. Want ads. C. Occupational Outlook Handbook (OOH). 5. Student work sheets. (132 6. Regular school placement announcements. 7. McKnight Career Decision Making Series. 8. Job Analysis Forms. (151) 9. Job Order Forms. (42) 10. Employment Counselors (Vocational Rehabilitation Employment Security.)

Competency: Students will demonstrate skills related to identifying placement sites according to their perceived interest.

Learner Outcome(s)	Activities	Staff Competencies	Resources
5. Given the information on potential placement sites, students will identify at least five sites related to their personal goals and experiences through the application of decision making skills with 100% accuracy.	5. A group of developed situations in which a person's aptitudes, interests, performance and training are given with a number of available placement possibilities. Students work through the situations examining the placement options, comparing the requirements to the person's given interests and capabilities. Career goals may be identified or the identification of possible career alternatives based upon given information may also be worked through. Students' task is to select the best placement action based upon data provided.		

Competency: Students will identify school curriculum related to personal career goals and occupational preparation requirements.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of ten occupations per career cluster, students will identify course or training requirements for preparation for at least three of the occupations per cluster with 100% accuracy.	1. Research assignments which identify the occupation and request the identification of the specific course and training requirements.	Knowledge of school curricular offerings.	1. School curriculae offerings.
2. Given a list of course and training requirements for specific occupations, students will identify those courses and training programs offered by the school which satisfy preparation requirements with 90% accuracy.	2. The completion of class schedules related to specific career goals by 8th, 9th, 10th, 11th and 12th year students. This may be done for a semester, year, 2 year, 3 year, or 4 year time period.	Knowledge of course selection related to career and occupational preparation.	2. Blank schedule sheets.
3. Given a set of five curriculums, one each for five different career (occupation) preparation programs, students will sequence the courses within each curriculum in the appropriate order of preparation with 85% accuracy.	3. Presentations by various instructors, especially vocational instructors, on the availability of training for specific careers and occupations.	Skill at designing individual student curriculae.	3. Community and business representatives.
4. Given a list of available curriculae offered by the school, students will identify at least five occupations from each of the clusters which are related to the courses offered with 90% accuracy.	4. Interactions with various types of workers on the preparation for the job and the relationship of course work to acquisition and performance.	Skill at relating school curriculae to career development.	4. Teachers and Instructors.
	5. Instructional seminars prior to scheduling activities on the development of curriculae related to career and occupational aspirations.	Skill at assisting students with appropriate course selection related to career development.	5. Career and occupational preparation summary sheets as extracted from job and career information exercises
	6. Tours of vocational schools and discussions with instructors, students and employers on preparation opportunities available to the students.	Skill at coordinating presentations by instructors and workers with student groups on preparation for specific careers and occupations.	

Competency: Students will identify school curriculum related to personal career goals and occupational preparation requirements.

Learner Outcome(s)	Activities	Staff Competencies	Resources
5. Given a set of blank curriculum cards and occupations, students will identify courses related to the occupational preparation requirements offered by the school with 90% accuracy.			

Competency: Student will understand activities associated with job seeking.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of activities, students will identify activities associated with job seeking with at least 90% accuracy.	1. Reading and review of articles on labor market, employer expectations, getting job, and other related materials.	Knowledge of job seeking process and skills.	1. Job seeking activities list. (52,53,54,55)
2. Given a list of job seeking activities and a list of descriptions of the activities, students will match the activity and the correct descriptor with 90% accuracy.	2. Role play simulations of the job seeking process using developed scripts and then having students develop their own scripts.	Knowledge of the application of job seeking process and skills.	2. Job seeking handbooks.
3. Given a list of activities associated with job seeking, students will identify the order in which the activities are performed with 100% accuracy.	3. Completion of work sheets with an occupation given and the outline of activities and sequence requested.	Knowledge of job seeking process resource materials.	3. Local business and industry representatives.
4. Given a list of job seeking activities, students will identify at least one example of the activity related to job seeking with 100% accuracy.	4. Discussion sessions with various persons responsible for the hiring and placing of workers.	Skill to instruct students on job seeking process and skills.	4. Employment security personnel.
			5. Career Aids, Inc. Kits "How to Get and Keep A Job".
			6. Ten Commandments of Job Hunting. (54)
			7. Job Entry and Adjustment Series.

Competency: Students will identify sources of job opening information and specific job openings.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of publication titles, students will identify those publications which contain job opening information with 90% accuracy. 2. Given a set of descriptions pertaining to sources of job opening information, students will identify the appropriate source of the job opening information with 90% accuracy. 3. Given an example of individual job opening announcements, students will identify the types of information contained in the announcement with 90% accuracy. 4. Given a list of occupations, students will identify business and industry in these areas who do and do not have available positions with 90% accuracy. 5. Given a list of placement agencies, students will identify the characteristics of the agencies and services provided by the agencies with 90% accuracy. (see next page.)	1. A class on the use of the school job bank and job file. 2. Presentations by placement agency personnel on available services. 3. A class on the use of employment announcements dealing with their sources, information provided, reliability and differences. 4. An exercise in which students are given actual openings and utilize the announcement information to develop a sketch of the location, requirements, application procedures and salary offered. 5. An exercise in which students answer an employment announcement. 6. An exercise in which students go through a public and private placement agency process and compare the experience. 7. An exercise in which students report job seeking experiences to the class.	Knowledge of employment announcement materials. Knowledge of business and industry employment needs. Knowledge of job announcement organization systems. Knowledge of placement agencies and services. Skill to assist students with the use of employment announcement materials. Skill to utilize employment announcements in the identification of placement sites. Skill to utilize non-school placement agencies and services.	1. Newspapers.* 2. Yellow pages. 3. Employment publications and bulletins. 4. Job files. 5. Job banks. 6. Placement agencies. 7. Occupational Outlook Handbook (OOH). 8. Job Entry and Adjustment Series.

*A recent study shows that only 3-5% of all available job openings are listed in the want ads at any one time. (U.S. Dept. of Labor, 1978.)

Competency: Students will identify sources of job opening information and specific job openings.

Learner Outcome(s)	Activities	Staff Competencies	Resources
6. Given a list of occupations, students will identify the methods of inquiry useful to obtain additional information about the occupations as considered appropriate and adequate by the instructor.			

Competency: Students will understand the procedures involved in obtaining necessary permits and cards related to work.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a social security card application, students will complete the application with 100% accuracy.	1. Completion of various types of applications for working permits, social security numbers, union membership, apprentice program, insurance forms and other related forms and data sheets such as W-2, W-4, etc.	Knowledge of hiring practices and procedures.	1. Social security card applications.
2. Given a list of ten statements, students will select those statements which relate the uses of the social security card with 90% accuracy.	2. A class on the social security system dealing with the structure, financing purpose and benefits of the system.	Knowledge of forms and permits completed prior to the job.	2. Brochures on the social security system.
3. Given a list of ten true/false statements, students will classify the statement as true or false relating to the social security system with 90% accuracy.	3. A unit on the types of information commonly asked of employers about the job and working conditions.	Knowledge of general application procedures.	3. Union entrance procedures.
4. Given an application for working permits, students will complete the application with 100% accuracy.	4. A class on rights of workers and employers in the hiring process. (Disclosure of information, equal access, affirmative action, etc.).	Knowledge of social security system, unions, apprentice programs, labor regulations.	4. Apprentice program procedures.
5. Given a list of ten situations students will identify those situations for which working permits are required with 100% accuracy.		Skill to instruct students in the acquisition of various forms, cards and permits.	5. Working papers applications.
6. Given a list of ten true/false statements about working permits, students will correctly identify each statement as true or false with at least 90% accuracy.		Skill to instruct students on the structure and purpose of social security, union, apprentice programs rights of workers and employers, hiring practices and procedures and labor regulations.	6. Labor Department publications.
(see next page.)			7. Affirmative Action Programs and Policies.

Competency: Students will understand the procedures involved in obtaining necessary permits and cards related to work.

Learner Outcome(s)	Activities	Staff Competencies	Resources
7. Given a set of union applications, students will complete the applications with 100% accuracy.			

Competency: Students will understand the structure and types of job applications and the process of completing job applications.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of fifteen types of information, students will identify such information that usually appears on an application with 90% accuracy. 2. Given a set of ten completed applications, students will identify those applications completed correctly as opposed to those applications completed incorrectly with 95% accuracy. 3. Given five applications, one each from five different firms, students will complete each application as directed by the instructor with 100% accuracy. 4. Given an application for service employment, students will complete the application with 100% accuracy. 5. Given a set of ten example letters of application, students will identify the good and bad letters with 95% accuracy. 6. Given a list of five firms, students will write to each of the firms an acceptable letter of application as determined by the instructor.	1. The completion of sample applications for different types of jobs and organizations. 2. Writing letters of application to various firms with job openings. 3. Presentations by interviewers on the use of completed applications in the hiring process. 4. Review and analysis of various applications with discussion of the similarities and differences between the types.	Knowledge of job application structure. Knowledge of the application process. Skill to instruct students in the completion of applications. Skill to evaluate completed applications.	1. Sample applications. (15 2. Sample letters of application. (155) 3. Business and industry interviewers. 4. Singer Job Survival Skills Program. 5. Entering 1st Job World. 6. How to Apply for A Job - Job Skills Series. 7. The Job Hunt. 8. Walt Disney's Career Planning Program.

Competency: Students will understand how to prepare for an interview.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of interview questions and answers, students will identify appropriate and inappropriate answers with 90% accuracy.	1. Filming and recording interview sessions for student viewing and evaluation.	Knowledge of the interview process.	1. Audio-visual equipment.
2. Given a list of behaviors, students will identify those behaviors which contribute to a successful interview with 90% accuracy.	2. Simulated interview sessions with the presence of actual interviewers.	Knowledge of interview preparation techniques.	2. Transcripts (tapes) of interviews.
3. Given a list of types of information concerning a firm, students will identify that information which they should be familiar with that contributes to a successful interview with 90% accuracy.	3. Presentations by interviewers on interview skills.	Skill to instruct students on the art of successful interviewing.	3. Local interviewers.
	4. Role play exercises with students performing the various roles in the interview process.	Skill to evaluate student interview performance in role play situations.	4. Interview do's and don'ts (charts and lists).(55
			5. Janus Job Interview Guide.
			6. Guerilla Tactics in the Job Market.

Competency: Students will demonstrate appropriate interview skills in practice situations.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given an interview situations, students will demonstrate appropriate interview behavior as determined by the instructor or other expert.	1. Taped role play situations during which an interview is conducted for a specific position by an interviewer.	Knowledge of interview techniques and skills.	1. Local business persons.
2. Given examples of interviews in session, students will identify good and bad interview techniques with at least 90% accuracy.	2. Role play situations in which a panel conducts the interview.	Knowledge of interview formats.	2. Co-op teachers.
3. Given a role play interview session, students will demonstrate appropriate interview behavior and technique as determined by the instructor.	3. Role play situations in which a competitive interview (2 or more applicants concurrently) is conducted.	Skill to instruct students in interviewing techniques.	3. Video tape equipment.
4. Given a list of 25 competencies, students will identify those competencies which are related to successful interviewing with 90% accuracy.	4. Discussion sessions dealing with performance during interviews and improvement techniques.	Skill to evaluate interview performance.	4. Interview evaluation check lists. (52)
5. Given a list of 20 questions asked by the interviewee of the interviewer, students will identify appropriate and inappropriate questions with 100% accuracy.			
6. Given a list of ten jobs and interview preparations check lists for each job, students will match the job and appropriate check list with 90% accuracy.			

(see next page.)

Competency: Students will demonstrate appropriate interview skills in practice situations.

Learner Outcome(s)	Activities	Staff Competencies	Resources
7. Given a list of 15 interviewers do's and don'ts, students will identify the do's and don'ts with 100% accuracy.			

Competency Students will understand how to prepare a resume.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of types of resume information, students will select that information which may be included on a resume with 90% accuracy. 2. Given examples of completed resumes, students will identify satisfactory and unsatisfactory resumes from the examples with 100% accuracy. 3. Given the various sections of a resume and related descriptors, students will match each section with the appropriate descriptor with 100% accuracy. 4. Given a list of sections of a resume, students will identify the appropriate organizational pattern of a resume with 100% accuracy. 5. Given a sample resume form, students will complete the form with 100% accuracy. 6. Given an educational and employment application situation, students will develop an appropriate sample resume for each situation at the quality level established by the instructor.	1. A class on the development and writing of resumes in which various styles are studied and sample resumes developed by the students. 2. An exercise in which developed resumes are scrutinized and ranked according to a list of criteria provided by the instructor. 3. Resumes are reviewed and the types of information for various resumes are identified via a check list on completion method. 4. Presentations by and discussions with local employers on the use of resumes in their employment practices.	Knowledge of resume development. Knowledge of resume utilization. Skill to instruct students on resume development. Skill to assist students with resume development.	1. Sample resumes. (57) 2. Resume work sheets and check lists. (156) A. Information identification. B. Structure. C. Uses.

(see next page.)

Competency: Students will understand how to develop a resume.

Learner Outcome(s)	Activities	Staff Competencies	Resources
7. Given a list of uses of resumes, students will identify the uses of resume information by employers in the selection process with 100% accuracy.			

Competency: Students will understand the computation of paychecks.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a check and pay stub, students will identify the type and amount of deduction reported with 100% accuracy. 2. Given the type of deduction reported on pay stubs, student will match the deduction with an appropriate description with 100% accuracy. 3. Given examples of standard and optional deductions, students will describe the deductions pertaining to purpose, benefits, and cost in their own words with 100% accuracy.	1. A class on the first paycheck dealing with gross versus net pay, standard deductions, optional deductions, dues insurance, contributions, taxes, and computing the amount of deductions.	Knowledge of check computation. Knowledge of deductions and their purpose. Skills to assist students with assimilating pertinent information on wages and benefits.	1. Sample checks and stubs. 2. Local payroll personnel. 3. Union representative. 4. Government tax personnel.

Competency: Students will identify job maintenance knowledge and skills.

Learner Outcome(s)	Activities	Staff Competencies	Resources
1. Given a list of twenty skills, students will identify skills related to job maintenance with at least 90% accuracy. 2. Given a list of job maintenance skills and a list of descriptors, students will correctly match the skills with the appropriate descriptions with at least 90% accuracy. 3. Given a series of situations representative of job maintenance skills, students will identify the appropriate skill in at least 90% of the instances 4. Given a list of job maintenance skills, students will identify an appropriate and an inappropriate behavior for each skill which represent the skill with at least 90% accuracy. 5. Given a list of employer perceptions of job maintenance skills, students will identify those skills regarded as important by employers with at least 90% accuracy. 6. Given a list of school behavior and conduct regulations, students will identify representative job maintenance skills with at least 90% accuracy.	1. Readings on job requirements, and performance standards. (Can be extracted from environmental awareness materials.) 2. An instructional unit utilizing published job survival skill materials and career competencies materials. 3. Discussion sessions with employers on the use of school records in the selection of employees. 4. An instructional unit on continuing education requirements for various occupations.	Knowledge of job maintenance skills. Skill to instruct students in the area of job maintenance skill development.	1. Occupational survival skills. 2. Career core competencies. 3. Dictionary of Occupational Titles (DOT). 4. Work Habits and Attitudes. 5. The Importance of Attitudes. 6. Developing Good Attitudes. 7. Succeeding In The World of Work. 8. Local employers and employees. 9. Employment Counselors.

DOT Worksheet

DOT index Number	Job Title	Career Area	Preparation Requirements	Special Skills	Working Conditions	Expected Demand

Requirements and Qualifications

1. I have researched the following occupational information that is available in our school.___(Name of Source)______________________________

2. I have discussed my chosen occupation with at least one adult who is presently employed in my chosen area.______(Give Name and Occupation)________________

I have learned from the above research that:

*Most people in my chosen occupation:

_____Have union contracts with hourly wage scales.

_____Are non-union contracts with hourly wage scales.

_____Have union contracts with salaries figured on hourly, weekly, or monthly basis.

_____Are on commission.

*A reasonable beginning salary for (Occupation)___is___(Amount per week)______.

*Job opportunities for___(Occupation)________________exist in the following industries, stores, shops, etc:

1.____

2.____

3.____

*I selected this occupation because:____

____

____

HEALTH SURVEY

Do you have any health problems or physical limitations which the school should know about for your safety and well being or which could cause a safety hazard in your chosen vocational area. Examples: (epileptic seizures, color blindness etc.)

Yes_________No_________ If yes, describe____

____

____

HIGH SCHOOL COUNSELOR'S RECOMMENDATION

This section is to be completed by one of your counselors after you have completed all other parts.

Counselor's comments: (Your suggestions and recommendations are solicited and appreciated. (Add separate page if needed.)

____

____

Signed:____ Date____________________

School:____

STUDENT EXERCISE IN JOB HUNTING

Position desired: Mechanic

Geographical area to be surveyed: Ten miles radius of high school

Openings available limited to those during this time period: Month of September

Location of Opening (name of employer)	Source of Information about Opening (parent, friend, referred lead, direct employer contact)	Was the opening posted anywhere? If so, where?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Problems encountered in locating these openings:

Educational Expenses Worksheet

Using college catalogues and other sources of information about schools of higher education, estimate the cost of the education needed to prepare you for your top 3 occupational choices. You may keep the sheet for your own use and add schools to the list that you might like to apply to.

Name______________________________ Grade____________________

Occupational Choice: 1.________________ 2.____________________ 3.__________________

Schools which offer training:

Occupational Choice 1.____________________________ Years to prepare______

Schools	Tuition	Room and Board	Books Supplies & Fees	Travel Costs 2 Round-trips/yr.	Clothing and Laundry	Social Activities	Other Costs	Total

Annual Cost__________

Cost to Completion of Education__________

Educational Expenses Worksheet

Occupational Choice 2. ______________________________ Years to prepare____

Schools	Tuition	Room and Board	Books Supplies	Travel Costs 2 Round-trips/year	Clothing and Laundry	Social Activities	Other Costs	Total

Annual Cost________ Cost to completion of Education______

Occupational Choice 3. ______________________________ Years to prepare____

Schools	Tuition	Room and Board	Books Supplies & Fees	Travel Costs 2 Round-trips/year	Clothing and Laundry	Social Activities	Other Costs	Total

Annual Cost________ Cost to completion of Education______

Financial Aid Worksheet

Now that you have estimated how much your education will cost, you must locate possible funds to pay for it. The funds come from you, your parents, scholarships, loans, grants, work/study programs, available at the schools and from central sources such as the government, private agencies, industries, community clubs and banks. Since costs vary from school to school and total costs depend on the number of years you need to be trained, try to estimate realistically how much you and your parents can afford and the difference is what you need to find. Remember your money is available from more than one source, unless you happen to get a full scholarship somewhere.

Occupational Choice 1.

School ____________________________ Estimated Cost per year $__________ Your Share $__________

Need to locate $__________

Scholarship

Name	School or Agency	Maximum Amount Awarded	Average Amount Awarded	Eligibility Requirements	Application Procedures	Stipulations

Work Study

Agency	Types of Jobs	Eligibility Requirements	Wages	Hours Per Week	Maximum Amount of Earnings

Government Grants

Name of Grant	Funding Agency	Maximum Amount Awarded	Average Amount Awarded	Eligibility Requirements	Application Process

Loans

Name of Loan	Agency	Maximum Amount	Interest Rate (current)	Payment Schedule	Application Procedures	Years to Repay

Business and Industry Sources

Vocational Interest Survey

Not An Application

This survey is to be completed and returned to your counselor who will help you evaluate your interests, abilities and aptitudes. Please respond to this survey as frankly and honestly as possible.

DIRECTIONS: Review the course offerings. If you have an interest in taking a Vocational Program, please print your choices for vocational-technical education.

AGRICULTURE
  Agricultural Production
  Agricultural Mechanics

MARKETING AND DISTRIBUTION

ALLIED HEALTH OCCUPATIONS
  Practical Vocational Nursing
  Nursing Assistant

HOME ECONOMICS
  Care and Guidance of Children
  Food Management, Production and Services

BUSINESS AND OFFICE OCCUPATIONS
  Business Data Processing

TRADE AND INDUSTRIAL OCCUPATIONS
  Air conditioning, Refrigeration and Heating
  Auto Mechanics
  Body and Fender
  Construction and Maintenance Trades
  Custodial Services
  Drafting
  Electrical Occupations
  Graphic Arts Occupations
  Machine Shop
  Metal Trades
  Mine Maintenance
  Welding and Cutting

Please print your choices for Vocational Training

1st Choice ____________

2nd Choice ____________

3rd Choice ____________

DIRECTIONS: Check ( ) to indicate your answer to the following questions.

Yes__ No__ Do you have access to information about the occupations you have considered?
Yes__ No__ Are you familiar with the employment possibilities in the area in which you live?
Yes__ No__ Have you discussed your future career plans with your parents or guardian?

Name ______________________ Grade ____________

Homeroom ______________________ School ______________________

Student Career Profile

Teachers and, especially, counselors need many kinds of data about individual students on which to base recommendations and encourage decisions by students regarding their occupational preferences. Students themselves need a composite overview of their experiences and reactions to career awareness and exploration activities. Information on a student's interests, aptitudes and abilities is as critical to that student's choice of occupations as is information about occupations. This information must be gathered over time--some by standardized testing, some by informal observation, some by student self evaluation.

Keeping within the boundaries of Federal and State guidelines regarding the collection, maintenance and dissemination of student records, information pertinent to a student's career decisions should be readily retrievable by the student and by others who are assisting the student to explore and make decisions about occupational preferences. Such open student records serve as a Student Career Profile.

The standardized achievement and aptitude tests which schools administer at various grade levels to all students should be included in the career profile. Special attention should be given to offering occupational interest and aptitude testing for students, beginning in grade 7, thereby providing students with information to help them make those initial decisions about which occupational clusters to explore in more depth than others.

The pencil-and-paper standardized tests provide much valuable information relatively quickly and inexpensively. To these results should be added results of occupational interest and aptitude assessments in simulated work sampling systems such as the Singer Vocational Evaluation System, COATS (Comprehensive Occupational Assessmen and Training System:, JEVS (Jewish Employment and Vocational Service), and others.

Academic grades, especially in subjects directly related to job skills, and other relevant information should be accumulated over time to add to the career profile.

As the students declare interests in some occupational clusters and/or devote time to exploring some clusters, this information belongs in the profile--but only as a general indicator of occupational choice. Care should be taken to guard against creating profile information which may make students feel that their choices of occupational clusters for exploration are any more important than they actually are--they are not necessarily indicators of occupational preference or choice.

The career profiles should be reviewed periodically by the students and others, (such as guidance counselors, curriculum planners, and principals) especially before they begin occupational awareness and exploration activities where they can exercise choices, and most definitely before they make a decision about making application to a vocational education program.

There are occupational interest, aptitude and skill assessment systems designed especially for handicapped individuals. Those special assessments should be added to or used instead of other standardized evaluations used for other students.

As information is accumulated and used by counselors, teachers, and students, it is essential that the professional personnel know how to interpret the test and assessment results for both their own use and for explaining the results to students and parents. This makes staff development programs mandatory to ensure accurate and fair interpretation of results. The best decisions are made on the best understanding of information--and an individual's choice of occupations is at stake.

It is strongly suggested that students be responsible for periodically updating their own Student Career Profiles, under the guidance of the professional staff member, either teacher or counselor. Three obvious benefits of this procedure are that (1) the student is aware of the overall career awareness and exploration procedure he/she has experienced and has the opportunity to recall and evaluate the composite experience, (2) the professional staff is more aware of the student's experiences and interpretation of these experiences, and (3) the entire burden of recording is not placed upon the professional staff.

Student Career Profile

Name____

School______________________________________

____

Activity			Grade Level				
	7	8	9	10	11	12	OSYA

*Out-of-School, Youth, Adult

Student Self-Assessment

(By Interpretation of Assessment Results Rather than by Specific Scores)

Grade 7 Achievement (What I have done): ______________________

____

Aptitude (What I am able to do): ______________________

____

Interest (What I am able to do): ______________________

____

Hands-on Experiences: ______________________

____

Self-Concept (How I feel about work): ______________________

____

Tentative Career Choices:

1. ______________________
2. ______________________
3. ______________________

Grade 8 Achievement (What I have done): ______________________

____

Aptitude (What I am able to do): ______________________

____

Interest (What I like to do): ______________________

____

Hands-on Experiences: ______________________

____

Self-Concept (How I feel about work): ______________________

____

Tentative Career Choices:

1. ______________________
2. ______________________
3. ______________________

Grade 9 Achievement (What I have done):____________________

____

Aptitude (What I am able to do):____________________

____

Interest (What I like to do):____________________

____

Hands-on Experiences:____________________

____

Self-Concept (How I feel about my career goals):____________________

____

Tentative Career Choices:

1.____________________

2.____________________

3.____________________

Grade 10 Achievement (What I have done):____________________

____

Aptitude (What I am able to do):____________________

____

Interest (What I like to do):____________________

____

Hands-on Experiences:____________________

____

Self-Concept (How I feel about my career goals):____________________

____

Tentative Career Choices:

1.____________________

2.____________________

3.____________________

Grade 11 Achievement (What I have done): ____________________

____

Aptitude (What I am able to do): ____________________

____

Interest (What I like to do): ____________________

____

Hands-on Experiences: ____________________

____

Self-Concept (How I feel about my career goals): ____________________

____

Tentative Career Choices: __________

1. ____________________
2. ____________________
3. ____________________

Grade 12 Achievement (What I have done): ____________________

____

Aptitude (What I am able to do): ____________________

____

Interest (What I like to do): ____________________

____

Hands-on Experiences: ____________________

____

Self-Concept (How I feel about my career goals): ____________________

____

Tentative Career Choices:

1. ____________________
2. ____________________
3. ____________________

Out of School Youth/Adult

Achievement (What I have done):______________________________

____

Aptitude (What I am able to do):______________________________

____

Interest (What I like to do):______________________________

Hands-on Experiences:__________________________________

____

Self-Concept (How I feel about my career goals):________________

____

Tentative Career Choices:

1.______________________________________

2.______________________________________

3.______________________________________

213

Starter Statements

Starter statements are used by leaders to introduce a specific topic and have people brainstorm that topic. These statements can be phrased so that only one topic is addressed and discussed or phrased so that a variety of topics are discussed. The first type is the closed starter statement and the second type is an open starter statement. Examples of both types appear below:

Open, (non-specific topics) starter statements.

My favorite things to do are:

The perfect job for me would be:

I usually get frustrated when:

If I could do anything I wanted to do, it would be:

If I could do anything I wanted to do, it would be:

If I could change me, I would:

I am happy when:

If I could be anywhere in the world, I would:

If I were the richest person in the world, I would be:

If I were a great person, I would be:

Closed, (specific topics), starter statements

Three jobs I would like to try are:

My favorite school subject is:

Three different kinds of work I have done in the past year are:

The highest number of years I would spend in school getting prepared for a job is:

The longest I ever worked at one job is:

The hardest job I ever did was:

My best talents are:

Three things no one could pay me enough to do as a full-time job are:

Three things I would have to be guaranteed before I began to work at a job are:

The above examples are sparse but may serve as guides for the development of your own exercises. Generally, there are few boundaries placed upon an open statement and students should be encouraged to use their imagination. The closed topics do have some parameters established and are more of a reality-oriented exercise. Combined exercises utilizing both types serve to expand students' awareness and help to identify the most important or desirable aspects of a particular subject. The negative aspects may also be investigated in addition to the good points.

Student Academic Profile Sheet

Fill in the grade received for each course and semester you have been in school. Use your permanent record card or copies of report cards to obtain your information.

Subject Areas	Grade Level											
	1	2	3	4	5	6	7	8	9	10	11	12
Reading												
English												
Math												
Shop												
Home Economics												
Science												
Physical Ed.												
Art												
Music												
Spelling												
Writing												
Vocational Ed.												
Other												

Student Academic Performance Graph
by Subject Area

Place a small dot or X across from the grade you received and above the year you were in school. Do this for the final grade you got for the end of the year. Attach all of the dots together with a straight line. If the line is straight across the page, the grades are the same from year to year. A line that goes up means grades went up from one year to the next. Lines that grades went down from one year to the next. Fill in a graph for each subject and see how you have done from year to year.

Subject: ____________________

Student Self Report
Physical Abilities

Name ______________________ Grade ____________ Age ________

I can run _____faster than most other students in my grade
_____as fast as most other students in my grade
_____slower than most other students in my grade

I can lift _____more than I weigh
_____as much as I weigh
_____less than I weigh

I can do _____more than 25 pushups
_____15 - 25 pushups
_____less than 15 pushups

I can do _____more than 25 situps
_____15 - 25 situps
_____less than 15 situps

I can job _____more than 10 laps around the gym without stopping
_____5 - 10 laps around the gym without stopping
_____less than 5 laps around the gym without stopping

I can bend and
_____touch my toes without bending my knees
_____touch my toes with my knees bent a little
_____touch my toes with my knees bent a lot

I can see _____fine without glasses
_____fine with glasses
_____not very good even with glasses

I can hear words
_____even if people whisper
_____if people talk normally
_____only if they talk loud

I can _____jump rope for more than 60 seconds without stopping or missing
_____jump rope 30 to 60 seconds without stopping or missing
_____jump rope less than 30 seconds without stopping or missing

I am usually _____better than the other people when I play most sports
_____as good as the other people when I play most sports
_____not as good as the other people when I play most sports

My favorite sport or game is ____

Worker Values/Personal Values Situations

1. Suppose you believed it was wrong to destroy another person's property. What would you do if someone came up to you and you were told to ruin a piece of equipment, and that nobody else would find out that it was you? Now what would you do if you were told that if you didn't ruin the equipment you would be fired? get beaten up? have your car stripped? have your house damaged?

2. What would you do if an employer told you that if you made a complaint to the grievance panel about unsafe conditions that only you could prove, you would be fired and blackballed by the other local employers.

3. What would you do if you worked as an emergency rescue team member and you were called to an accident. Two people are hurt, but one is hurt worse than the other. Both need to be treated if they are both to recover. The person who is the more badly hurt is your friend and may not recover even if treated. The other person is someone you don't like but will recover for certain if you treat that person. You only have enough medicine to treat one person. You have been instructed during training to help the person who has a better chance of living. What would you do?

4. You are asked by your boss to do a favor for the company. You are given a bag of money and only you and your boss know how much you have and what you are to do with it. You are supposed to use it illegally as a bribe so that the company you work for gets a lot of new business which will mean a raise and promotion for you. You have to decide if you want to do this, knowing if you refuse you will have a hard time ever getting promoted.

5. You go to work for a company and you are doing okay but not great. One of your friends, who started about the same time, seems to be getting all of the good jobs. You approach the manager about this and find out that your friend is going to bed without a chance to refuse with the manager and is being rewarded with the good jobs. You are given the same offer. What would you do if (A) you were unmarried? (B) if you were unmarried but dating someone regularly? (C) if your were married?

6. The teacher has given your class a take home test with instructions to do all the work on your own. You have worked hard at the class and need an "A" to get a scholarship to school. You have some friends that have already planned to work on the test together. You know if you cheat you will get an "A" and win the scholarship. You sign an agreement on your honor not to give or get assistance from anyone else. After you receive the test you see three questions that you don't know about. You need to answer two of them right to get your "A". Your friends call and ask if you want help and if you will trade two answers they need for the two that you need. What would you do in this situation?

Some Information About Personal References

What are they: References letters are personal statements by people who know you, especially those who are familiar with your work, that are used to help students get a job or admitted to a school.

What should be in one: Reference letters should include a statement regarding a person's relationship to you, why they feel qualified to provide a reference about you, and an evaluation of your performance at tasks which are related to particular job skills or entrance requirements. They should not contain information about other people who know you but can indicate how long a person has known you. Also, a phone number and address at which a person can be reached for additional information should be included.

Who should write one: Anybody who you think knows your capabilities and has had a chance to evaluate you over time is a good source. You should never have a relative write one, and people such as your minister usually have little impact, unless a reference from such a source is specified. Generally speaking, teachers, coaches, employers, ex-employers and family friends are safe bets.

Other forms: Sometimes a potential employer will ask for names, addresses and phone numbers of references so that the employer can personally contact them. Before you go job hunting or applying to schools, you should compile a list of people who agree to serve as a reference for you. This does two things: one, it informs a person that a request for a reference may be sent to them; and, two, it allows a person to prepare a reference and give some thought to what is said or written. Remember, a good reference from a reliable source is a very good aid.

Open versus closed references: A reference may be opened or closed. An open reference means that a person is allowed to see and/or hear what is written and/or said about them by the person providing the reference. A closed reference means that a person will not see and/or hear what has been written and/or said about them. Open references sometimes have little impact because the employer is not certain that the reference is accurate. Closed references enable someone to say anything without fear of the other person seeking the reference finding out. A good rule to follow is to ask people to provide references who would give the same reference regardless of whether or not you will ever read or hear what was said about you.

Job Analysis Form

Name of Employer ______________________________ Address ________________________

Job Title ____________________________________ Number of persons in firm currently employed at this job ___________

1. Describe tasks performed by the employee in this job:

   a. ____
   b. ____
   c. ____
   d. ____
   e. ____
   f. ____
   g. ____

2. On the average, how many hours a day does the employee spend at this job? _____

3. Based on an average day, indicate the number of hours the employee spends at each of the tasks listed above. Mark the hours in the column to the right of the tasks.

4. What is the training requirement for the job?

   _____a. Less than a high school education.
   _____b. High school graduate.
   _____c. Specific technical training. Specify: ________________________
   _____d. College education. Major: ______________________________
   _____e. Apprenticeship.
   _____f. Trained by employer on the job.
   _____g. Other. Describe: __________________________________

5. What, if any, physical abilities are needed to be able to perform this job (e.g., must be able to stand for four hours, must be able to lift objects weighing fifty pounds, etc.)?

   ____

   ____

   ____

6. Describe the working conditions (e.g., hot dusty, clean, noisy, etc.).

   ____

   ____

   ____

7. What is the salary range for this job? ______________________________

8. If workers are promoted, to what jobs are they usually promoted?

____

9. Is union membership required? ______________________________

10. Which of the following best describes the relationship among co-workers?

_____a. Close knit group, often get together socially.
_____b. Friendly, but not clique-ish.
_____c. Little communication among workers.
_____d. Tend to scapegoat fellow employees they don't like.
_____e. Other ______________________________

11. Based on the employee's comments, what does he or she say a student would have to know to survive in this job?

____
____
____
____

12. What are the personal qualities the employer states are needed to survive on this job?

____
____
____
____

Office Use Only
(Student Number)
A.M. P.M.

Application for Enrollment

Office Use Only
(Course Number)
(Instructor)
(Room)

Name ______________________________ Sex M/F Phone ________
Last First Initial

Address ________________ City ____________ County ____________

Home School ________________ Homeroom ____ Grade 10 11 12
(Circle Present Grade)

Age ______ Date of Birth ________ Social Security Number ____________

I want to enroll in the following course:

First Choice ____________________
(Name of Course)

Second Choice ____________________
(Name of Course)

Third Choice ____________________
(Name of Course)

DECLARATION OF INTENT AND STUDENT RECORDS RELEASE

I have discussed my vocational plans with my parents and my counselor, and I intend

to follow ____ (Occupation) ____ as a career. I understand that this is a two year ____, one year ____ program: that I will have a three (3) week adjustment period; and that thereafter, withdrawal will be considered only where there is clear evidence of a severe individual problem.

I understand that a copy of my school records will be sent to ____________ and that this application will include recommendations by my home school counselor and teachers. I understand that my parents and I may review my records at my home school and at ____ (Name of Vocational School) ____.

Signed ________________________ Date ____________
(Student)

Signed ________________________ Date ____________
(Parent or Guardian

Letters of Application

Purpose: To indicate your interest in a job or school and provide information about you that will help convince an employer to take a close look and give you a chance.

Form: Written as a formal business letter and should be typed with no errors. This is the first thing that an employer will see from you and first impressions can be hard to overcome, especially if they are negative. Clean short and well-written letters with good English and correct spelling and punctuation are a must. Ask your business or English teacher to correct yours.

Content: The letter is short and to the point. You need to identify the position you are applying for, how you found out (want ads, flyers, school announcement, shop class, someone who works there and etc.) and what you can add to the job, especially special skills you have or training you have received. Also include a place you can be contacted during work hours and a phone number. Attach a resume to the letter.

Sample Letter of Application

Date

Name of Person
Position of Person
Name of Business of Firm
Business Address (Street)
City, State Zip Code

Dear Mrs/Mr/Ms:

I am writing to apply for the (name the job you want) position. I learned about the job (tell where you found out about the job) and would like for you to consider me for the position.

I am currently (enrolled in school/working as a) at (school/business). I believe that the skills I have such as (list special skills or training related to the position) qualify me to seek employment with your firm as a (name position for which you are applying).

I would like to work as a (name the position) because (list reasons including things such as personal interests, training received, career goals, etc.). I have included a resume and references as requested by the job announcement.

If you have any questions that I might answer, please contact me at (give home address and a number at which you can be reached during working hours). I hope to hear from you in regard to my application in the near future.

Sincerely,

Name

1837

MARSHALL UNIVERSITY

Personnel Division
Room 207, Old Main
Huntington, West Virginia 25701

"Equal Employment Opportunity Employer"

POLICY STATEMENT: It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, sex, religion, age, handicap, or national origin.

This nondiscrimination policy also applies to all educational programs and activities as they pertain to admission, employment and other related activities covered under Title IX which prohibits sex discrimination in higher education.

Marshall University also neither affiliates with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, sex, religion, age, handicap, or national origin. Information on the implementation of the policy and/or the Title IX Amendment should be addressed to: Affirmative Action Officer, Marshall University, Huntington, West Virginia 25701

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Name ____________________
Last First MI

Present Address ____________________
No. Street City State Zip

Home Telephone Number (Area Code) ____________ Social Security Number ____________

Work Telephone Number Where You May Be Reached (Area Code:) ____________

Permanent Address ____________________
No. Street City Zip

U.S. Citizen ☐ Yes ☐ No If No, give type Visa and Status ____________ What is the general condition of your health? ________

Have you ever been addicted to habitual use of drugs or intoxicating beverages? ____________

If yes, give details ____________________

____

Have you ever been discharged, forced to resign, or resigned after being notified you would be discharged from a position within the past 10 years? ☐ Yes ☐ No If yes, explain fully ____________________

____

Do you possess a valid driver's license? ☐ Yes ☐ No What State? ____________

Please complete the following section only if you are applying for a position as Security Officer.

Have you been a resident in the County of Cabell or Wayne (W.Va.) for at least 60 days prior to date of application? ☐ Yes ☐ No

Have you been a resident of the state of West Virginia for at least one (1) year prior to date of this application? ☐ Yes ☐ No

JOB DATA In space below, indicate position(s) in which you are interested; list first choice in first space, etc.

1. ____________ 2. ____________ 3. ____________ 4. ____________

If offered employment, indicate earliest date available ____________

Are you interested in Full-Time ___ or Part-Time ___ Employment? Are you interested in temporary employment? ___ Yes ___ No (Check One)

If Part-Time, indicate days and hours desired ____________

Were you previously employed at Marshall? ___ Yes ___ No If Yes, give department, complete dates, whether Full Time or Part Time, your title, your supervisor's name:

____

____

____

Reason for Leaving ____________________

EDUCATIONAL DATA

Circle the highest grade completed 1 2 3 4 5 6 7 8 9 10 11 12 Above

Do you possess a G.E.D.? ☐ Yes ☐ No

Type of School	Name and Address	Indicate No. of Years Attended	Did You Graduate?	Kind of Degree Granted	List Course or Major
Grammar or Grade School			☐ yes ☐ no		
High School			☐ yes ☐ no		
College/University			☐ yes ☐ no		
Graduate			☐ yes ☐ no		
Graduate			☐ yes ☐ no		
Business/Technical/Trade			☐ yes ☐ no		
Other			☐ yes ☐ no		

SKILLS AND QUALIFICATIONS DATA Please check or list all occupational skills and machine experience. Stenographic and Office Machine skills are subject to testing. **DO NOT ESTIMATE TYPING OR SHORTHAND SPEEDS.**

Adding Machine	______	Keypunch	______	Other skills, machinery operated or other qualifications not covered elsewhere in this form:
Bookkeeping	______	MTST	______	
Calculator	______	Magcard	______	
Cash Register	______	Shorthand	______	
Copying Machines	______	Typing	______	
Dictaphone	______			
Drafting	______			
Graphic Arts	______			

PROFESSIONAL AFFILIATION

Professional license or registration Number ____________ State or Licensing Authority ____________ Expiration Date ____________

If more than one, list here: ____

List publications, papers presented, inventions, public speaking, consulting work, etc.: ____

Military Service: ____________ Dates. From ____________ (Month/Year) To ____________ (Month/Year)

Rank: ____________________________

Job Title: ____________________________

Duties: ____

157 256

EMPLOYMENT HISTORY List **all** former employment - **begin with present or last employer.** If additional space is required, ask receptionist for supplemental sheets or use a separate sheet and attach. Be sure to give complete address of employers, name of firms, street address, city and state, telephone number. If part-time, give approximate number of hours per week. Be sure **all** questions are answered for each section below. IF YOU HAVE NEVER WORKED BEFORE, PLEASE CHECK THIS BOX ☐

Date

From: ____________________
Month/Year

To: ____________________
Month/Year

Your Title: ____________________

(Circle One)
Full-Time Part-Time

Name and Address of Employer

Name: ____________________
Address: ____________________
City & State: ____________________
Phone: ____________________
Kind of Business: ____________________

Name and Title of your Supervisor: ____________________

Number of persons you supervised: ________

Your Duties: ____

Reason for leaving or wanting to leave (circle one and explain): ____

Date

From: ____________________
Month/Year

To: ____________________
Month/Year

Your Title: ____________________

(Circle One)
Full-Time Part-Time

Name and Address of Employer

Name: ____________________
Address: ____________________
City & State: ____________________
Phone: ____________________
Kind of Business: ____________________

Name and Title of your Supervisor ____________________

Number of persons you supervised ________

Your Duties: ____

Reason for leaving: ____

Date

From: ____________________
Month/Year

To: ____________________
Month/Year

Your Title: ____________________

(Circle One)
Full-Time Part-Time

Name and Address of Employer

Name: ____________________
Address: ____________________
City & State: ____________________
Phone: ____________________
Kind of Business: ____________________

Name and Title of your Supervisor ____________________

Number of persons you supervised ________

Your Duties: ____

Reason for leaving: ____

May we contact your present employer? Yes ___ No ___ Previous Employers? Yes ___ No ___

If no, please explain ____

237

PERSONAL REFERENCES: List the names of three individuals who are personally acquainted with you. Do *not* list relatives or employers.

Name	Profession or Business	Address	Phone Number
1.			
2.			
3.			

PROFESSIONAL OR EMPLOYMENT REFERENCES: List the names of at least three individuals who are acquainted with your academic, professional, or employment background.

Name	Profession or Business	Address	Phone Number
1.			
2.			
3.			

Have we missed something important? Please use the space below to note any special activity, awards, or other information that may help us to understand your skills and abilities. ____________________

Thank you for completing this application form and for your interest in employment with Marshall University.

I hereby affirm that this Application for Employment, consisting of four pages and any additional letters, resume, materials, etc., contains no willful misrepresentations or falsifications and that the information given by me is true and complete to the best of my knowledge and belief. I am fully aware that should investigation at any time disclose any such misrepresentation or falsification I would become subject to disciplinary action which could include dismissal from employment at Marshall University. I hereby authorize any of my employers, associates or references to give Marshall University any information concerning my character ability, and employment record and agree to hold such persons harmless from the consequences of any information they might give.

I REALIZE IT IS MY RESPONSIBILITY TO COMPLETE FULLY ALL SECTIONS AND PROPER BLANKS OF THE APPLICATION, INCLUDING SUPPLEMENTAL PAGES, AND SUPPLY APPROPRIATE INFORMATION AS MAY BE REQUIRED FOR CONSIDERATION OF EMPLOYMENT. FAILURE TO DO SO WILL RESULT IN MY APPLICATION NOT BEING ACCEPTED AND EMPLOYMENT CONSIDERATION BEING DELAYED FOR WHICH I HOLD THE UNIVERSITY HARMLESS.

____
Date

____
Signature

UNLESS RENEWED, APPLICATION ONLY GOOD FOR SIX MONTHS

Information contained herein, including attached materials, documents, photos, and included as part of application, will be considered confidential and is the property of Marshall University.

258

EVALUATION

Subgoal: To determine utilization of placement program services by populations served.

Processes	Activities	Resources
1. To collect placement service utilization information.	1. Compile a record book on student and employer contacts and interaction.	1. Example record sheets. (60,63,64,65)
	2. Develop a schedule for placement program tasks.	2. Placement schedule calendar. (61,62)
	3. Schedule instruction units and skill development sessions as part of the curriculum.	3. Teachers and instructors.
	4. Conduct formal and informal surveys on student, staff and employer awareness of placement program services.	4. Classroom facilities.
		5. Student and employer surveys. (45-99; 33-39)
		6. Public relations campaign.
		7. Job banks.
		8. Job files.
		9. Graduate follow-up.

Subgoal: To determine student placement skill development resulting from program services.

Processes	Activities	Resources
1. To utilize assessment materials related to student placement skill development.	1. Administer the placement knowledge pre-test prior to student participation in the program. (Provided in manual.) 2. Conduct placement skill development sessions. 3. Administer placement skill measurement instruments related to learner outcomes after skill development and classes and experiences. (Provided in manual.) 4. Compare pre and post measurement results to determine student placement skill competency.	1. Program pre and post measurement instruments. (One may serve as both.) 2. Program goals. 3. Student competencies. 4. Learner outcomes.

Subgoal: To determine program effectiveness in student placements.

Processes	Activities	Resources
1. To record student placements.	1. Compile annual reports of student placements. (employment and educational).	1. Placement report sheets. (60,62,63,64,65)
	2. Develop mailing lists for student follow-up surveys.	2. Placement records. (60,62,63,64,65)
	3. Summarize student follow-up survey results.	
2. To prepare placement program reports for publication.	1. Chart results of student placements.	1. Student follow-up records. (165)
	2. Prepare narrative regarding placement program services, utilization and development.	2. Employer evaluations. (52,69,166)
	3. Identify records and follow-up results which reflect program impact.	3. Placement records. (60,62,63,64,65)
	4. Obtain evaluations of program effectivness from program participants.	
	5. Publish the placement program information.	

Subgoal: To determine employer satisfaction with the placement program services.

Processes	Activities	Resources
1. Develop a system of employer visitations and communication.	1. Identify current and past employers who participate in the placement program.	1. Time management information.
	2. Obtain evaluation of program services on an annual basis. May be in conjunction with needs survey.)	2. Employer evaluation.
		3. Job file.
		4. Placement participants file. (31,39,42,43, 69,166,167)

CDS-VE-F4

WEST VIRGINIA FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Dear Vocational Graduate

You are one of the best sources of information for improving the quality of vocational education programs in your school and in West Virginia. This survey will tell us how well vocational education has served you and how it needs to be improved.

Your responses, along with those of your former classmates, will help us evaluate the effectiveness of vocational education. The information received in this survey will not be used in any manner which could be harmful to you or your former classmates.

The name of your vocational program is printed on the reverse side of this form. When you have answered the questions in relationship to that program, **fold this form so the school address is on the outside** and mail the form to us.

Your promptness will be very much appreciated.

If the address and/or name listed on the reverse side of this page is incorrect, please place your correct name and address below.

Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐ First Name ☐☐☐☐☐☐☐☐☐ M.I. ☐

Number and Street, or Route No. or P.O. Box No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Zip Code ☐☐☐☐☐ State ☐☐

City

Make one response only to each of the following questions

A. What is your present education status?
- (1) ____ Currently attending school full-time
- (2) ____ Currently attending school part-time
- (3) ____ Not currently attending school

B. What is your current employment status?
- (1) ____ Employed full-time
- (2) ____ Employed part-time
- (3) ____ Military service, full-time
- (4) ____ Unemployed but seeking work
- (5) ____ Unemployed but not seeking work

C. If you are employed, how does your present job relate to your vocational training?
- (1) ____ Directly or closely related
- (2) ____ Remotely related or not related at all

D. If you are employed, what is your present wage?

$____________ per hour

E. If you are employed, how long have you been in your present job?
- (1) ____ Less than two months
- (2) ____ Two to four months
- (3) ____ Four to six months
- (4) ____ More than six months

F. Where is your job located?
- (1) ____ Within 25 miles of my school
- (2) ____ 26 - 50 miles from my school
- (3) ____ 51 - 150 miles from my school
- (4) ____ More than 150 miles from my school

G. What is your opinion of the vocational training you received? (Check either yes or no)

(1) YES	(2) NO	
____	____	Facilities and equipment were adequate
____	____	Teaching methods were good
____	____	Training was helpful in obtaining a job

H. If you are continuing your education, how is your additional training related to your vocational training?
- (1) ____ It is in the same or closely related field
- (2) ____ It is in an unrelated or remotely related field

I. What type additional training have you had?
- (1) ____ Public or private vocational school training
- (2) ____ Apprenticeship training
- (3) ____ Extensive on-the-job training
- (4) ____ Military occupational training
- (5) ____ One or two-year college program
- (6) ____ Four-year college program

J. If you are presently employed, please answer the following questions; otherwise, skip the remaining items.

Name of Company or Firm (If Self-Employed, Write Self) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Company Address (Street and Number or Post Office Box Number) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

City ____ State ☐☐ Zip Code ☐☐☐☐☐

K. What is the name of your immediate supervisor?

Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐ First Name ☐☐☐☐☐☐☐☐☐ Do Not Write Here ☐☐☐☐☐☐

L. Present Job Information

Job Title ______________________________

Job Duties (please explain what you do) ______________________________

____

M. I give my permission for my employer to be surveyed to get his opinion of the quality of vocational training I received at my vocational school.

Revised 5/78
533022

____
(Signature)

West Virginia Department of Education
Bureau of Vocational, Technical and
Adult Education
Room 230-B, Building 6, State Capitol
Charleston, WV. 25305

OPEN HERE

OPEN HERE

ATTENTION: Personnel Office

PART A

1. **Vocational Training Evaluation**

Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

2. **Overall Ratings**

What is *your overall* rating of the vocational training received by this indivudual as it relates to the requirements of *his* or *her* job?

Very Good	Good	Neutral	Poor	Very Poor
☐	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

3. **Relative Preparation**

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

(7) ☐ No basis for comparison
(5) ☐ Individual is better prepared
(3) ☐ Both are about the same
(1) ☐ Individual is less prepared

Supervisor:

Employee:

Vocational Training:

EMPLOYER FOLLOW-UP FORM.

This report is authorized by law (20USC2312 and 20USC2391). While you are not required to respond to this survey your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely. The employee shown above has given written permission for us to contact you. The code number contains information for the program in which the individual was enrolled, the level of the program, and other demographic information which will allow vocational educators to evaluate the effectiveness of their programs. Please have the employee's supervisor complete the above pre-stamped survey card and return the card. Do not return Parts A and B.

Any additional comments or suggestions you may have will be welcomed.

Clarence E. Burdette
Clarence E. Burdette
Assistant State Superintendent of Schools

PART B

REPORT NO. [illegible] DATE

PLACEMENT REPORT

RESEARCH COORDINATING UNIT

SERIAL NO.

COUNTY

FACILITY

PROGRAM ( )

RECORD NO.						CHECK IF APPLICABLE		CHECK ONE				
									EMPLOYED		UNEMPLOYED	
PAGE NO.	LINE NO.	IDENTITY NUMBER	NAME	ADDRESS	P.O. OR TOWN	CONTINUING EDUCATION	FULL TIME MILITARY	STATUS UNKNOWN	TRAINED FIELD	UNRELATED FIELD	SEEKING WORK	OTHER REASONS
						1	2	3	4	5	6	7

PLANNING ACTIVITIES

Goal: To expand the involvement of non-school persons with the placement program.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Inform employment security, vocational, rehabilitation, private agencies, employers and schools of the placement program and services.												
2. Collect information about persons willing to assist with placement skill development and types of assistance they are willing to provide. (Use a check list related to areas of placement skills.)												
3. Develop a role and function statement for a placement advisory committee. (The statement should detail what the committee is to do, its relationship to other committees, limits of authority, and detail specific responsibilities of the committee related to the placement program.												
4. Identify types of persons who would be beneficial to the functions of an advisory committee.												

Goal: To expand the involvement of non-school persons with the placement program.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Select names of individuals related to types of persons who could contribute to the committee role and function.												
2. Prioritize the names of persons within each category.												
3. Contact persons in each category according to the order of preference by both mail and personal contact. (Visit rather than phone when possible.)												
4. Send copies of role and function statement to contacted persons.												
5. Develop tentative schedule of meetings and topics to be addressed as specifically as possible.												
6. Secure acceptance of the invitation to participate for a predetermined period of time (rotating membership with two or three constant members).												
7. Conduct introductory activity to familiarize members with one another, the processes and the tasks to be performed.												

Goal. To conduct a public relations component related to the placement program.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Develop news releases for the media identifying those firms which are actively involved in the placement program.												
2. Develop recognition activities (i.e. banquet, plaque).												

Goal: To conduct a public relations component related to the placement program.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Phone calls to personnel directors, owners, managers and recuriters.												
2. Develop news releases identifying placement services available to employers.												
3. Letters to personnel directors, owners, managers and recruiters identifying services available.												
4. Tours, open houses, etc.												
5. Releases on numbers of students seeking placement and desired placement areas.												
6. Appearances before and participation with local Chambers of Commerce, Rotary Clubs, Jaycees, Kiwanis, or other community groups.												
7. Publication of graduate follow-up surveys on local residents concerning their place of employment.												
8. Develop annual press releases on local community residents (students) educational and occupational plans.												

Goal: To determine local employer needs on a regularly scheduled basis.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Prepare memorandums, letters, news releases, etc. and contact local employers about the needs survey.												
2. Contact business and industry leaders about the needs survey and invite their direct involvement with the survey process.												
3. Announce, prior to the distribution of the survey, the date, format and return deadline for the form(s).												

Goal: To determine local employer needs on a regularly scheduled basis.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Conduct the employer needs survey using a 1, 3, and 5 year report system.												
2. Revise and upgrade information with the current data upon completion of the survey.												

Goal: To encourage business and industry use of the placement program.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	Mar.	Apr.	May	June
1. Review public relations program to assure employer awareness of job order service.												
2. Establish placement office hours and train office personnel. (completion of job order forms, phone skills, message transferring.)												
3. Develop a filing system for the completed cards with categories such as open, closed, full-time permanent, part-time permanent, full-time temporary, part-time temporary.												
4. Prepare regular summary sheets of job request information and post at regular intervals for student utilization.												

Goal: To encourage business and industry use of the placement program.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Review employer needs survey.												
2. Contact business or industry and obtain information about the firm as related to the job bank card (phone, personal visit, letter).												
3. Complete the job bank card for the respective business and industry.												
4. Organize the card into active and inactive files. (Active may include those that hire students, have or anticipate openings, participate or want to participate in the program, etc. Inactive may be those that are not hiring, do not hire students, do not participate, or who utilize alternative placement programs.												
5. Inform students on the structure, use and information available in the job bank and arrange hours of operation for student utilization.												
6. Update the files as necessary.												

Goal: Identify students seeking placement services.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Students complete the student placement information sheets at the beginning of the school year.												
2. Reports from follow-up students are analyzed and students seeking continued assistance are identified.												

Goal: Identify students seeking placement services.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Staff analysis of completed student placement survey information sheets.												
2. Review continued services requests from graduate follow-up results.												
3. Develop charts of students and service categories for staff.												
4. Schedule for individual or small group interview sessions to develop placement action plans for students.												
5. Develop instructional units to address specific student placement needs.												

Goal: To assist students with their placement.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	Mar.	Apr.	May	June
1. Contact business and industry representatives pertaining to participation in the program.												
2. Compile student information on persons desiring employment and distribute to the employers.												
3. Select acceptable time for employers to visit schools.												
4. Contact students informing them of employer visitation.												
5. Prepare and secure appropriate facilities for the meetings between employers and students.												
6. Obtain feedback from employers on process and student performance.												
7. Arrange for follow-up contact with employers following visitation.												

Goal: To assist students with their placement.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Identify employment opportunities from job request files, job banks, labor publications, want ads, etc.												
2. Pull appropriate job bank information related to particular business and industry.												
3. Contact employers or firm representatives and provide names of students with appropriate interests and qualifications.												
4. Contact students selected by employers for interviews.												
5. Meet with students to be interviewed and work through some pre-interview exercises (individual but preferable small group).												
6. Assist student with the preparation of interview folders (resume, permits, permission slips, school records, references).												
7. Contact student after the interview session for follow-up discussion.												
8. Contact employer after the interview session for evaluation.												

Goal: To refer students to potential employers

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Make a personal visit to placement site to determine working conditions.												
2. Talk with key people (owner, personnel director, foremen) to explain placement services.												
3. Explain training programs and the skills students obtain which are related to the particular placement site.												

Goal: To refer students to potential employers.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Send list of openings and qualifications to teachers and instructors.												
2. Ask teachers and instructors to refer students with interests and skills.												
3. Have teachers and instructors complete referral sheets for identified students.												

Goal: To refer students to potential employers.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Conduct interviews with students to determine interests and qualifications for the positions.												
2. Relay student(s) information to employers and provide students with pertinent contact information (company, phone, address, person to contact, products, conditions, hours of operation, etc.).												
3. Arrange for student release time to attend interview sessions.												
4. Follow-up student interview with a. contact with interviewer for evaluation b. contact with student for review of the interview sessions.												

Goal: To identify instructional resources (materials and persons) related to student placement skill development.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Determine desired placement skills from literature review and experiences. (You may consider those areas contained in the implementation unit).												
2. Identify student needs from the placement survey and employer perceptions.												
3. Compile a composite list of desired skills and smployer perception of needed skills.												
4. Identify available resource materials.												
5. Identify staff members who can provide assistance and conduct skill development sessions.												
6. Identify community resources available for placement skill development (persons, firms, publications, program supporters, etc.).												
7. Match resources related to desired skills.												

Goal: Evaluate materials related to career information and awareness.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Develop a check list of types of materials contained in the career resource center.												
2. Determine the relevancy of existing materials through publication dates, comparisons with Dictionary of Occupational Titles (DOT) listing, demand, etc.												
3. Identify areas of strengths and deficiencies in career resource materials according to career clusters.												
4. Identify materials needed to upgrade and update the career resource materials.												
5. Prepare a budget for cost of desired materials.												
6. Identify alternative sources of career materials and available materials.												
7. Present list of materials, source and projected cost to administrators and advisory councils (vocational education, career education placement).												

Goal: Organize a placement information section within the resource center.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Establish a placement information system within the resource center.												
2. Develop an index of placement materials according to application and placement skill development.												
3. Develop a job bank, job file and employer needs (current and projected).												
4. Identify alternative sources of placement information.												
5. Establish rules and policy regarding material use, updating filing, and availability. (Borrowing hours of operation, consistent material organization system, old and new information files).												

Goal: To develop instructional units related to placement skill development.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Complete an action plan sheet for each skill which includes desired skill, learner outcome, activities, staff involvement and resources. (See implementation section.)												
2. Identify target populations which will be provided skill development experiences.												
3. Sequence the experiences in a longitudinal order.												

IMPLEMENTATION ACTIVITIES

Competency: Students will understand the various career clusters utilized by the *Dictionary of Occupational Titles (DOT)* and other career resource materials.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. An instructional unit on occupational clusters which identified the types of clusters and detailed examples of occupations within the clusters.												

Competency: Students will understand the various career clusters utilized in the Dictionary of Occupational Titles (DOT) and prevocational exploration materials.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. An instructional unit on occupational clusters which identifies the types of clusters, common characteristics of occupations within the clusters, and detailed examples of occupations within the clusters.												

ompetency: Students will understand the conte structure and organization of the Dictionary of ccupational Titles (DOT).

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. An instructional unit dealing specifically with the content, structure and organization of the DOT. May be combined with the unit on career clusters or follow the unit on career clusters.												

Competency: Students will understand the use of the Dictionary of Occupational Titles (DOT) as a source of career and occupational information.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of worksheets using the DOT as the reference.												
2. An instructional unit on the use of the DOT with emphasis upon practical application of information provided in the other 2 units on the DOT and career cluster materials.												

[illegible]ompetency: Students will understand the types [illegible] career information located in the Career Resou[illegible] Center.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A class on the types of career resource materials located in the resource center.												
2. A scavenget hunt in which teams or individual students identify the various materials within the resource center and report their findings to the class.												

Competency: Students will understand how to use the career resource center to obtain occupational information.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A class on the organization of the career resource center.												
2. A tour of the career resource center.												
3. Distributing booklets on the career resource center materials and operational policies.												
4. Completion of worksheets on occupations which include resource identification, working conditions, career clusters, preparation requirements and examples of industries or businesses in which employed.												

Competency: Students will identify local occupations related to the career clusters located within 75 miles.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A career day with local business and industry representatives.												
2. Field trips to local business and industry.												
3. Completion of a worksheet which provides local occupations and requests career cluster information as well as business and industry name and location.												

Competency: Students will identify local occupational opportunities related to the career clusters. "Local" may be changed to state, regional, national and international.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Conduct a class on local business and industry which includes discussion of the firms' major products (or services) types of employers, employment opportunities and perceived need for additional employeees.												
2. Conduct a class on the use of employment publications and occupational outlook materials.												
3. Distribute the results of the employer needs survey.												
4. Planned visitations (groups and individuals) to local business and industry.												

Competency: Students will identify local business and industry which provide employment opportunities related to the occupations selected from the career clusters.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A class on the results of the employer needs survey.												
2. A class on the use of the job bank.												
3. Presentations by and discussions with representatives from employment security, labor bureau, business and industry representatives.												
4. Completion of field trip or investigative work sheets by students identifying specific needs and policies of local business and industry.												

Competency: Students will understand the educational and training requirements for selected occupations related to the career clusters.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. An instructional unit on occupations with similar educational and training requirements necessary for preparation.												
2. Discussions related to career preparation with emphasis upon specific job and training requirements.												
3. Presentations by local business, professional and trade and industrial representatives relating to training and preparation requirements.												

Competency: Students will identify education [illegible] training opportunities which satisfy preparatio[illegible]e-quirements for selected occupations from various resource materials.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of an occupational education chart which includes the occupation, related education and training requirements, schools and programs which offer related preparation experiences, length of training, cost, admission requirements, and projected demand for the occupation.												
2. A class on the types of resource materials which provide information about schools and training program.												
3. Visits to schools and training programs which offer preparation experiences in a variety of career fields.												
4. College/career days.												

Competency: Students will identify education and training requirements of selected occupations.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of a worksheet dealing with each of the career clusters identifying education and training requirements for various occupations.												
2. Development of a sequential curriculum by students to a career preparation program or action plan.												
3. A class on the types and uses of educational publications.												
4. Classes on financial assistance information and acquistion.												
5. Classes on the identification of various educational opportunities relative to the school.												
6. Practice sessions on application completions for related educational applications.												
7. An instructional unit on developing alternative sources of educational experiences related to career development. (Employer sponsored, service and school, part-time degree and one-degree programs, etc.).												
8. Classes and career guidance sessions on the identification of various educational opportunities relative to career preparation.												

Competency: Students will select schools and curriculum tracts which relate to personal occupational goals. (Include degree, associate degree, certificate, high school vocational training, adult vocational training, etc.).

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Regular ongoing career planning sessions during which students discuss career goals and the relationship of these goals with the selected course work. This may occur in conjunction with registration but may be more beneficial to students if done a month or more before the course selection is made.												
2. Career days and college days with visitations from schools in which students have expressed an interest.												
3. Local residents representing various occupations talking with students on preparing for a particular occupation.												

Competency: Students will understand entrance requirements of selected schools and programs.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A developmental unit beginning in middle childhood education on the progression of a student through the educational system. Information addresses performance standards for admission to a course program or school, different skill levels required for various educational levels; factors which influence admission other than grades, test scores, etc.; and other information as selected by teachers and counselors as being pertinent.												

Competency: Students will understand the application procedures to schools and training programs.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of sample applications.												
2. Writing letters of application to various schools.												
3. Student requests to schools for specific information about programs of their choice.												
4. Discussions with representatives of various types of educational institutions.												

Competency: Students will understand the direct and indirect costs of related schools and training programs.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Have students select schools which interest them. Which offer the training program they would like to enter. Using the available catalogues and other printed materials, have them complete the educational cost worksheet.												
2. Invite college financial aid persons to address students on costs of going to school. Have them talk specifically about direct costs, indirect costs, costs for various living styles, costs for various living styles, costs of not working while in school and expected increases during a student's enrollment.												
3. Bring in union representatives and apprentice program representatives to talk about the costs of training a student from beginning to journeyman status.												
4. Have ex-students talk to students about how they finance their education (i.e. work/study, summer employment, industry sponsored training, etc.).												

ompetency: Students will understand the sourc of and application procedures for various source f financial assistance programs.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of a worksheet related to financing an education which utilized materials located in the school.												
2. Completion of example financial aid forms such as BEOG applications, parent's confinential statements, college financial aid forms, scholarship applications.												
3. Discussions with students and ex-students who have received financial assistance from various sources.												
4. Presentations and workshops by financial aid personnel.												
5. Presentations by bankers on acquiring government and non-government guaranteed loans.												

Competency: Students will identify their personal interests.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of various interest inventories with appropriate interpretation and discussion sessions (individual, small group, class).												
2. Completion of exercises which enable students to complete open ended questions related to interests.												
3. Formation of discussion groups to deal with topics such as What I ant to be; What I like to do; How do I Know what I like; and other personal awareness topics.												
4. Group discussion and interaction with persons working in various occupations on the relationship of interests to occupational selection and satisfaction.												
5. Individual and group counseling sessions with a certified professional.												

Competency: Students will identify interests related to the career clusters and selected occupations within each cluster.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of a worksheet utilizing resource materials which identify interests, worker traits, work activities for the career clusters.												
2. Working in the career resource center and categorizing occupations from various clusters according to interests, working conditions, work activities and worker traits.												
3. Individual and group guidance activities.												
4. Individual and group counseling activities.												

Competency: Students will understand their academic strengths and weaknesses based upon school performance.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of a chart or profile sheet that identifies course areas and grades and organizes the information according to performance over time.												
2. Individual counseling sessions.												

Competency: Students will understand the information provided by achievement and aptitude measurement instruments results.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A class conducted prior to testing which explains the areas to be tested and provides a forum for question and class discussion.												
2. A class and discussion session in which results are interpreted.												
3. A class and discussion on the possible application of results for better self understanding.												
4. Individual and group counseling sessions.												

Competency: Students will identify physical characteristics and abilities.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. The administration of the motor abilities measurement reactions of the GATB (motor coordination manual dexterity).												
2. Discussions and examples of physical skills and the types of activities which develop these skills.												
3. Readings and films on the attainment and maintenance of physical conditioning.												
4. Participation in informal and formal athletic experiences (intramural, community programs, interscholastic, personal endeavors, etc.												

Competency: Students will identify occupations within the career clusters related to personal physical characteristics and abilities.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of a worksheet with the occupational index number given which requests the occupation, career cluster and physical requirements related to occupational performance.												
2. Discussion sesssions during which students relate their physical characteristics and abilities to various occupations.												
3. The selection of occupations and preparation of job summaries by students which fuse physical requirements with the students' self perceptions of their motor skills.												

Competency: Students will identify occupations within the career clusters related to personal physical characteristics and abilities.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of a worksheet with the occupational index number given which requests the occupation, career cluster and physical requirements related to occupational performance.												
2. Discussion sessions during which students relate their physical characteristics and abilities to various occupations.												
3. The selection of occupations and preparation of job summaries by students which fuse physical requirements with the students' self perceptions of their motor skills.												

Competency: Students will identify aptitudes and the abilities related to occupations within the career clusters.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of a worksheet which gives the occupation and requires the identification of the cluster, abilities and aptitudes related to performance.												
2. Conducting group discussions on the use of abilities and aptitude instruments as indicators of performance capabilities to various occupations and career clusters.												
3. Students select 2 or 3 occupations from each of the clusters and report on the abilities and aptitudes identified as related to job performance.												
4. Individual and group guidance activities related to career planning.												

Competency: Students will identify occupations within the career clusters which are compatible with their abilities and aptitudes.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Readings and examples accomplishments and failures of persons identified as over and under achievers.												
2. Readings and discussions on the role of personal characteristics other than abilities and aptitudes in the successful performance of occupations within career clusters.												
3. Individual and group guidance activities related to career planning.												
4. Individual and group counseling sessions related to career planning.												

Competency: Students will identify personal values and the process of value formation.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Value clarification exercises.												
2. Small group discussions on person-social issues.												
3. Classroom exercises and simulations in courses where problems are presented and discussed with personal position delineation facilitated.												
4. Readings in the areas of value formation, moral development, social influence on values and examples of behaviors which reflect values.												
5. Individual and group counseling sessions.												

Competency: Students will understand the relationship between personal values and work values.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A series of readings which demonstrate consistent and inconsistent relationship between personal and work values.												
2. Classroom and small group simulations requiring the identification of values for specific work situations. (An example is not working on a particular day other than Sunday for religious belief).												
3. Use of value clarification exercises with work decision or condition substituted for a personal decision of condition. (Adaptation of existing materials).												
4. Role play situations in which students work through and portray their personal values as well as those with which they disagree.												

386

387

Competency: Students will understand the relationship of personal values to career and occupational considerations.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Role play simulations using current events and business decisions with profit versus safety connotations.												
2. Completion of work sheets with subsequent discussions on work tasks and related values involved which may or may not be inconsistent.												
3. A unit on moral development.												
4. Readings about situations where unethical behavior is required to perform a task. (Watergate, PLO raids and Israeli Commandoes; embezzlement, casting couch, etc.).												
5. Individual and group counseling sessions.												

Competency: Students will understand the dynamics of group process including group formation, problem solving and task accomplishment.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Readings on group dynamics.												
2. Formation of small groups to address problems.												
3. Assignment of tasks to groups for completion.												
4. Audio-Video recordings of group interaction with related discussion sessions.												
5. Observation of city council, school board meeting, in school clubs and reports on perceptions of group interaction.												

petency: Students will understand the role the individual within the group.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. The formation of a group and assignment of an individual to perform a specific role within the group with interchanging roles. 2. Films on group interactions with the completion of work sheets identifying roles assumed by various members.												

Competency: Students will understand various communication systems and techniques (internal and external; horizontal and vertical; direct and indirect; verbal and non-verbal; specific and general.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Pantomime games.												
2. Presentation of films on interviewing.												
3. Experiences writing letters of inquiry, application, acceptance and rejection.												
4. Simulation of worker/worker, worker/superior, worker/non-worker communications dealing with various work situations.												
5. Participation in group discussions.												
6. Reports on communication systems and techniques used in school between teachers/students, teachers/teachers, teachers/administrators, students/students, etc.												
7. Completion of work sheets which identifies a communication system or technique and requests examples of a system or technique from the school, home, leisure, and work stiautions.												
8. Exercises in seeking and obtaining references, conducting interviews, perparing presentations and writing reports.												

Competency: Students will understand how to use personal references.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Discussion sessions with persons involved with the review of occupation and school applications.												
2. Readings on the use and impact on personal references in selection procedures.												

Competency: Students will understand how to obtain personal references.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Examples of appropriate and inappropriate approches for requesting references.												
2. Writing letters to specific persons requesting the completion of a reference form or the provision of a letter or reference.												
3. Discussions with persons who we usually requested to write or provide personal references.												

Competency: Students will understand the decision making process.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. An instructional unit on the decision making process.												
2. Distribution of outlines identifying and describing the stages of the decision making process.												
3. Provision of simulation and role play situations which enable decision making to be practiced.												
4. Opportunities for students to set goals related to personal development (can be integrated with regular decision making activities).												

Competency: Students will demonstrate skills related to identifying placement sites according to their perceived interest.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Practice sessions on extracting information from various placement publications such as job banks, job announcements, want ads, and other sources of possibilities for placement.												
2. A list of available positions is distributed and students review the list and select at least five openings to gain additional information about such as hiring practices, preparation requirements, working conditions, and application procedures.												
3. Completion of work sheets on community business and industry employment offers.												
4. Business day hunt in which students are formed into teams and interview community business and industry individuals about local business employment needs and complete provided job bank guide sheets for the files.												
5. A group of developed situations in which a person's aptitudes, interests, performance and training are given with a number of available placement possibilities. Students work through the situations examining the placement options, comparing the requirements to the person's given interests and capabilities. Career goals may be identified or the identification of possible career alternatives based upon given information may also be worked through. Students' task is to select the best placement action based upon data provided.												

Competency: Students will identify school curriculum related to personal career goals and occupational preparation requirements.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Research assignments which identify the occupation and request the identification of the specific course and training requirements.												
2. The completion of class schedules related to specific career goals by 8th, 9th, 10th, 11th and 12th year students. This may be done for a semester, 1 year, 2 year, 3 year, or 4 year time period.												
3. Presentations by various instructors, especially vocational instructors, on the availability of training for specific careers and occupations.												
4. Interactions with various types of workers on the preparation for the job and the relationship of course work to acquisition and performance.												
5. Instructional seminars prior to scheduling activities on the development of curriculae related to career and occupational aspirations.												
6. Tours of vocational schools and discussions with instructors, students and employers on preparation opportunities available to the students.												

Competency: Student will understand activities associated with job seeking.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Reading and review of articles on labor market, employer expectations, getting job, and other related materials.												
2. Role play simulations of the job seeking process using developed scripts and then having students develop their own scripts.												
3. Completion of work sheets with an occupation given and the outline or activities and sequence requested.												
4. Discussion sessions with various persons responsible for the hiring and placing of workers.												

Competency: Students will identify sources of job opening information and specific job openings.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A class on the use of the school job bank and job file.												
2. Presentations by placement agency personnel on available services.												
3. A class on the use of employment announcements dealing with their sources, information provided, reliability and differences.												
4. An exercise in which students are given actual openings and utilize the announcement information to develop a sketch of the location, requirements, application procedures and salary offered.												
5. An exercise in which students answer an employment announcement.												
6. An exercise in which students go through a public and private placement agency process and compare the experience.												
7. An exercise in which students report job seeking experiences to the class.												

Competency: Students will understand the procedures involved in obtaining necessary permits and cards related to work.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Completion of various types of applications for working permits, social security numbers, union membership, apprentice program, insurance forms and other related forms and data sheets such as W-2, W-4, etc.												
2. A class on the social security system dealing with the structure, financing purpose and benefits of the system.												
3. A unit on the types of information commonly asked of employers about the job and working condition.												
4. A class on rights of workers and employers in the hiring process. (Disclosure of information, equal access, affirmative action, etc.).												

Competency: Students will understand the structure and types of job applications and the process [illegible] completing job applications.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. The completion of sample applications for different types of jobs and organizations.												
2. Writing letters of application to various firms with job openings.												
3. Presentations by interviewers on the use of completed applications in the hiring process.												
4. Review and analysis of various applications with discussion of the similarities and differences between the types.												

Competency: Students will understand how to prepare for an interview.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Filming and recording interview sessions for student viewing and evaluation.												
2. Simulated interview sessions with the presence of actual interviewers.												
3. Presentations by interviewers on interview skills.												
4. Role play exercises with students performing the various roles in the interview process.												

Competency: Students will demonstrate appropriate interview skills in practice situations.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Taped role play situations during which an interview is conducted for a specific position by an interviewer.												
2. Role play situations in which a panel conducts the interview.												
3. Role play situations in which a competitive interview (2 or more applicants concurrently) is conducted.												
4. Discussion sessions dealing with performance during interviews and improvement techniques.												

Competency: Students will understand how to prepare a resume.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A class on the development and writing of resumes in which various styles are studied and sample resumes developed by the students.												
2. An exercise in which developed resumes are scrutinized and ranked according to a list of criteria provided by the instructor.												
3. Resumes are reviewed and the types of information for various resumes are identified via a check list on completion method.												
4. Presentations by and discussions with local employers on the use of resumes in their employment practices.												

ompetency: Students will understand the comput on of paychecks.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. A class on the first paycheck dealing with gross versus net pay, standard deductions, optional deductions, dues insurance, contributions, taxes, and computing the amount of deductions.												

Competency: Students will identify job maintenance knowledge and skills.

Activities	7th		8th		9th		10th		11th		12th	
	1	2	1	2	1	2	1	2	1	2	1	2
1. Readings on job requirements, and performance standards, (Can be extracted from environmental awareness materials.)												
2. An instructional unit utilizing published job survival skill materials and career competencies materials.												
3. Discussion sessions with employers on the use of school records in the selection of employees.												
4. An instructional unit on continuing education requirements for various occupations.												

EVALUATION ACTIVITIES

Goal: To determine utilization of placement program services by populations served.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Compile a record book on student and employer contacts and interaction.												
2. Develop a schedule for placement program tasks.												
3. Schedule instruction units and skill development sessions as part of the curriculum.												
4. Conduct formal and informal surveys on student, staff and employer awareness of placement program services.												

Goal: To determine student placement skill development resulting from program services.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Administer the placement knowledge pre-test prior to student participation in the program. (Provided in manual.)												
2. Conduct placement skill development sessions.												
3. Administer placement skill measurement instruments related to learner outcomes after skill development and classes and experiences. (Provided in manual.)												
4. Compare pre and post measurement results to determine student placement skill competency.												

Goal: To determine program effectiveness in student placements.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	Mar.	Apr.	May	June
1. Compile annual reports of student placements (employment and educational).												
2. Develop mailing lists for student follow-up surveys.												
3. Summarize student follow-up survey results.												

Goal: To determine program effectiveness in student placements.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Chart results of student placements.												
2. Prepare narrative regarding placement program services, utilization and development.												
3. Identify records and follow-up results which reflect program impact.												
4. Obtain evaluations of program effectiveness from program participants.												
5. Publish the placement program information.												

Goal: To determine employer satisfaction with the placement program services.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	Mar.	Apr.	May	June
1. Identify current and past employers who participate in the placement program.												
2. Obtain evaluation of program services on an annual basis. (May be in conjunction with needs survey.)												

Goal: To refer students to potential employers

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb	Mar	Apr.	May	June
1. Conduct interviews with students to determine interests and qualifications for the positions.												
2. Relay student(s) information to employers and provide students with pertinent contact information (company, phone, address, person to contact, products, conditions, hours of operation, etc.).												
3. Arrange for student release time to attend interview sessions.												
4. Follow-up student interview with a. contact with interviewer for evaluation. b. contact with student for review of the interview sessions.												

Goal: Identify students seeking placement services

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Staff analysis of completed student placement survey information sheets.												
2. Review continued services requests from graduate follow-up results.												
3. Develop charts of students and service categories for staff.												
4. Schedule for individual or small group interview sessions to develop placement action plans for students.												
5. Develop instructional units to address specific student placement needs.												

Goal: To encourage business and industry use of the placement program.

Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Review employer needs survey.												
2. Contact business or industry and obtain information about the firm as related to the job bank card (phone, personal visit, letter).												
3. Complete the job bank card for the respective business and industry.												
4. Organize the card into active and inactive files. (Active may include those that hire students, have or anticipate openings, participate or want to participate in the program, etc. Inactive may be those that are not hiring, do not hire students, do not participate, or who utilize alternative placement programs.)												
5. Inform students on the structure, use and information available in the job bank and arrange hours of operation for student utilization.												
6. Update the files as necessary.												

APPENDIX B

Developing Assessment Instruments

The implementation section of the West Virginia Placement Program Manual emphasizes the development of student competencies related to the placement process. These student competencies serve as guides for developing criterion referenced measurement instruments. The instruments assess the learner outcomes identified for each competency. Information provided within the manual is utilized to develop the measurement devices.

The development of these devices is the subject of this final appendix. This appendix serves as a guide for those persons developing instruments related specifically to their school and placement program.

Because of the diversity of the schools, no one standardized instrument can realistically serve the measurement needs of all individual schools or programs. The different resource materials and learning activities particular to a school has direct influence over the content of the measurement device. Persons responsible for developing the measurement instruments must reflect this instructional or experiential content if the devices are to be accurate indicators of student competencies.

Although the initial expenditure of time and energy during the development of instruments may be significant, the devices can remain fairly constant until program changes warrant material revision. Also, a separate device need not exist for each competency or learner outcome, and, in many instances, one device may measure several different competencies and learner outcomes. This significantly reduces the number of instruments needed to obtain accurate measures of competency development.

In order to develop the assessment device, one needs to know the content area (student competency) and the observable or measureable change in behavior (learner outcome). The learner outcomes describe the conditions of the measurement (how the skill development is being assessed) and the performance level (how well the skill is mastered), to be attained by the students. This information is provided within the manual. What remains is to transpose this information into an objective measurement item or instrument, a process similar to that utilized by teachers for classroom skill assessment.

Many of the competencies are developed through student involvement and learner outcomes are measured by completed assignments. Special instruments may be necessary for only a small number of the competencies and learner outcomes. The overall thrust of the implementation section is an experiential rather than lecture approach and calls for active student participation. In most instances, the performance of the suggested activities and completion of assignments produces the relevant assessment data and may be considered accurate measures of the student competency.

The assessment phase serves two purposes: one, to determine the level of students skills prior to the learning experiences; and two, to determine the level of students skills following the learning experiences. Below is an example of how to use a competency and related learner outcomes as guidelines for developing the assessment instruments.

Step 1:	Identify the desired student competency.
Example:	Students will understand the various career clusters utilized by the Dictionary of Occupational Titles (DOT) and other career resource materials.
Explanation:	The student is to understand, i.e. have knowledge about the career clusters in the DOT and other career resource materials. Understanding is what is being developed and the remainder of the statement specifies what is to be understood. Since each student competency is structured in this manner, a person is given what the overall goal is in each particular instance. Knowing the competency to be developed, one then selects a learner outcome.
Step 2:	Select a learner outcome related to the identified student competency.
Example:	Given a list of 25 terms, students will select the titles of the career clusters with at least 85% accuracy.
Explanation:	The student is to select the titles of the career clusters

> from a list of terms. These terms can be names of jobs, names of a group of jobs that is part of the cluster, or just terms that a person wishes to include. The student is to select those terms which are in fact the titles of the career clusters being studied. The competency identifies the source or sources of the cluster names, in this instance the DOT or other career resource material (Student Plans Section of the State County Testing Program; McKnight Career Decision Making Program; Chronicle Career Guidance; Office of Education career cluster listings; prevocational materials; other sources utilized in the schools). The 85% accuracy indicates that the student should select at least 85% of the career clusters named from those included on the list. The 85% is only suggested and a person may want to raise or lower the value. A value or reference criteria must be established in order to determine if the student has successfully performed the activity. Successful performance implies that the competency is developed.

This two step process is repeated throughout the manual for each competency and related student outcome. A person may decide to measure every learner outcome with a separate instrument, and though this is not necessary, at least one learner outcome should be measured for each competency before one can determine whether or not the competency is developed. Even this is no guarantee that the student is competent, but the probability is greater if a student is successful in meeting the conditions of the learner outcome.

The learner outcomes are listed in order of increasing complexity. Usually, a student would or should be able to satisfactorily perform the first one before attempting the second one. This does not mean that a person must complete every outcome nor does this imply that one should measure every learner outcome listed. One may choose to measure only the most involved outcome after covering the material related to the other outcomes. The completion of the worksheets and other tasks identified in the "Activities Column" also assist with the measuring of the outcomes.

The outcomes do not have to be measured by pen and pencil task in order to determine if the student meets the performance conditions. All in all, while the competencies and learner outcomes do provide structure and serve as guides, the measurement methods can assume a variety of forms and be adapted to reflect individual needs and resources. Although the means of measurement are certainly important, the best methods of measurement are the ones that provide accurate information to both students and instructors related to the development of the student competencies.

Appendix C
Resource Materials

The following materials have been used by various placement persons in ongoing placement programs. This list is not exhaustive, but does provide information related to available information in the market. These resource materials are on hand at the Vocational Curriculum Lab at Cedar Lakes, Ripley, West Virginia.

Guidance

Career Guidance K-12 Utah Model, Anderson, H. Reese, Utah State Board of Education 1974-1 426 p.

Career Guidance in the Arts & Humanities, Ritvo, Phyllis, Technical Education Research Centers, Inc. 1976-1 188 p.

Career Guidance Inservice Training Program Team Manual, Mahrt, James, Michigan Department of Education 1978-1 190 p.

Career Guidance Series, Turner, Richard H., Follett Publishing Company 1974-1 300 p.

Career Guidance Techniques for Classroom Teachers, Harmon, Mary, Oregon Department of Education 1976-1 200 p.

Career Guidance Through Groups, Meyer, Judy, University of Houston 1969-1 178 p.

Career Guidebook, *My*, Belman, Harry S., Benziger, Bruce & Glencoe, Inc. 1974-1 52 p.

Careers and Vocational Guidance, *Enclyclopedia of* Volume 1, Hopke, William A., J. G. Ferguson Publishing Company 1977-1 707 p.

Careers and Vocational Guidance, *Encyclopedia of* Volume II, Hopke, William A., J. G. Ferguson Publishing Company 1977-2 798 p.

Cooperative Rural Career Guidance System, *Increasing Guidance Effectiveness Through School-Community Cooperation*, Stein, Walter M., The National Center for Research in Vocational Education 1978-1 581 p.

Guidance, Fundamentals of, Shertzer, Bruce, Purdue University 1971-1 575 p.

Occupational Guidance, Finney Company 1974-1 45 p.

Occupational Survival Skills, Nelson, Robert E., Illinois Department of Education 1978-1 500 p.

Planning My Career - Occupational Guidance, Capozziello, Vincent, Finney Company 1976-1 79 p.

Placement

Agencies and Sources for Finding a Job Teacher's Supplement, Whitcomb, M. Debra, Maryland State Department of Education 1977-2 55p.

Agencies and Sources for Finding a Job, Whitcomb, M. Debra, Maryland State Department of Education 1977-1 150 p.

Applying for a Job, Rath, Patricia, The Interstate Printers & Publishers, Inc. 1968-2 40 p.

Finding a Job, Lenox, James P., New Jersey Department of Education 1977-1 56 p.

Getting a Job, Delaney, Judith, University of Kentucky 1973-1 46 p.

Getting The Job - Career Core Competencies, Lynch, Richard L., McGraw-Hill Book Company 1977-1 136 p.

Getting the Right Job for You - You're Hired! Teacher & Student, Learning Resource Center, University of Texas at Austin 1972-1 315 p.

How to Choose Your Work, Stone, Ella, Benziger Bruce & Glencoe, In. 1974-1 64 p.

How to Find and Apply for a Job, Kushner, J. A., South-Western Publishing Company 1975-1 69 p.

How to Get a Job, Stone, Ella, Benziger, Bruce & Glencoe, Inc. 1974-1 74 p.

How to Get That Job 2 FS/1 CASS, Bowman, 1974-1

How to Keep a Job, Scott, Ernestine, University of Kentucky 1973-3 176 p.

Job Entry and Adjustment Series, Maryland Department of Education, 1979.

Job Hunter's Handbook, Corwen, Leonard, Arco Publishing Company 1977-1 100 p.

Job Placement Coordinator's Manual, Kenyon, Lawrence, New Jersey Department of Education 1976-1 98 p.

Job Placement Primer, Wampler, Elizabeth, Indiana State Department of Public Instruction 1975-1 35 p.

Job Seeking Guide, Paulter, Albert J., Delmar Publishers 1979-1 81 p.

Making Decisions Work, Career Core Competencies, Weagraff, Patrick J., McGraw-Hill Book Company 1977-1 136 p.

Military-Civilian Occupational Source Book, Brehm, William K., Armed Forces Vocational Testing Group 1975-1 300 p.

Occupational Education Coordinators' Handbook, Sanders, Carol, Illinois Office of Education 1977-1 640 p.

Occupational Outlook Handbook 1976-77, Flaunders, Russell B., U. S. Department of Labor 1976-1 781 p.

Occupations, Concise Handbook of, Costello, Joan M., J. G. Ferguson Publishing Company 1976-1 320 p.

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